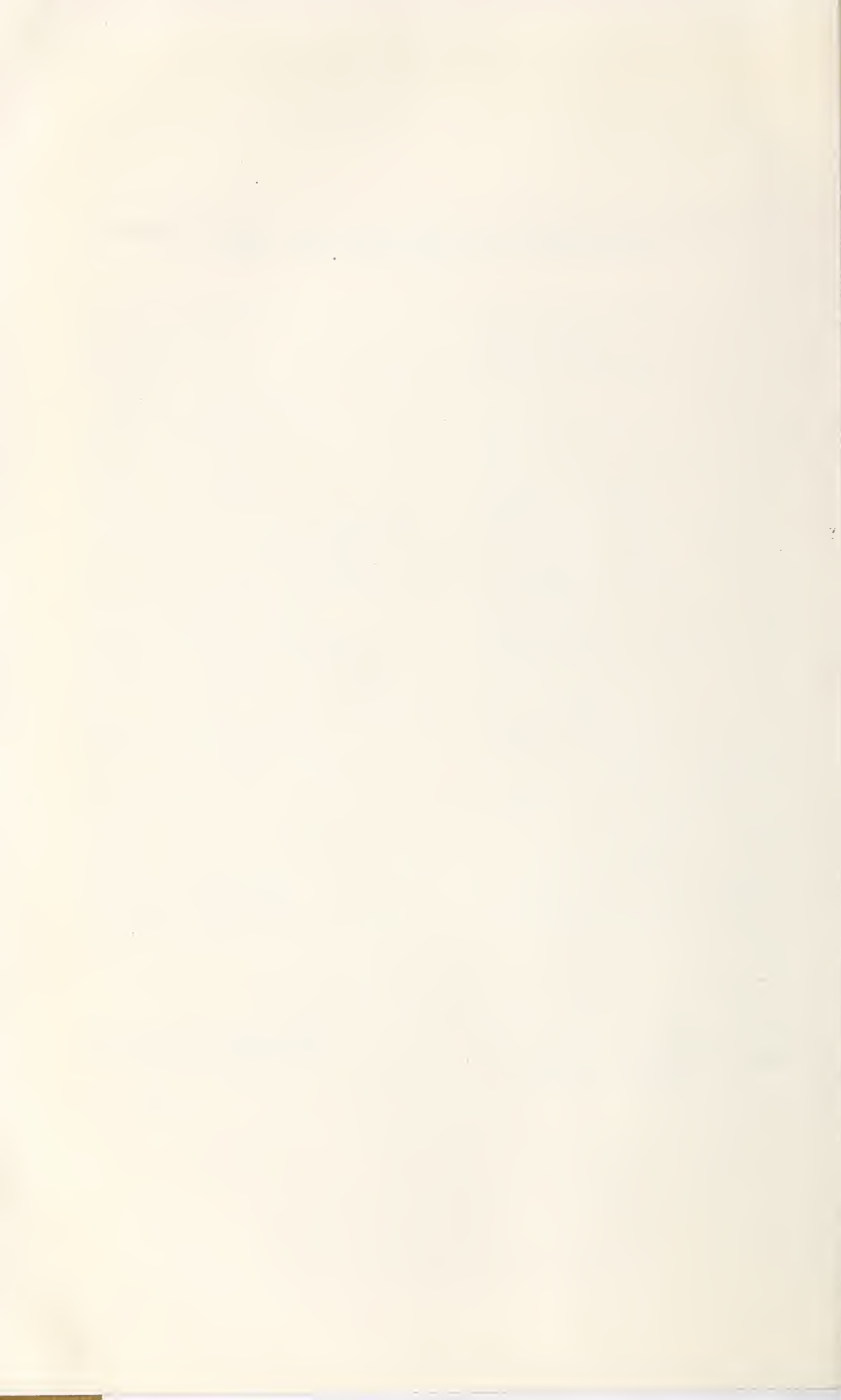
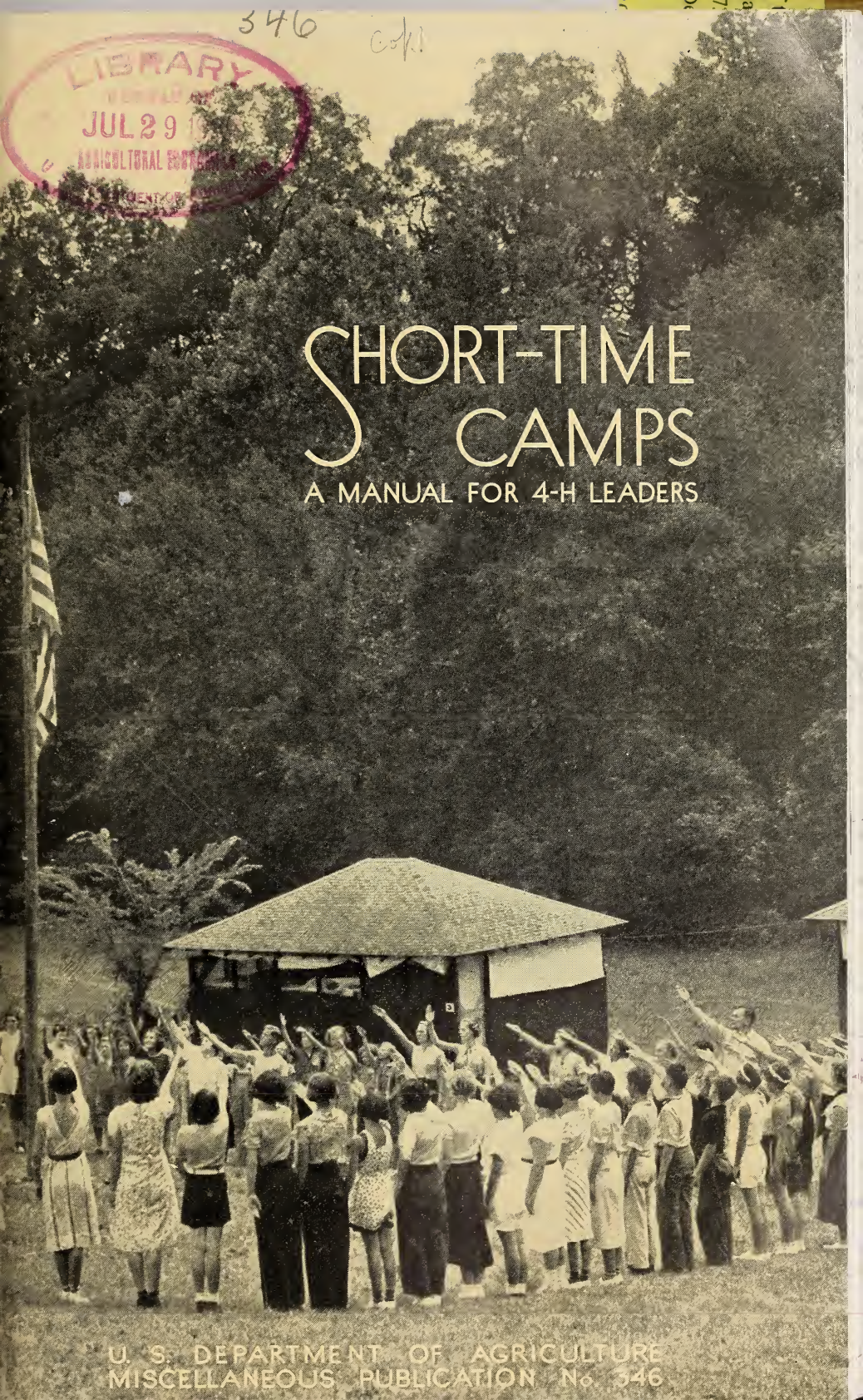


## Historic, archived document

Do not assume content reflects current scientific knowledge, policies, or practices.







346 col

LIBRARY  
JUL 29 1937  
AGRICULTURAL EXPERIMENT STATION  
U. S. DEPARTMENT OF AGRICULTURE

# SHORT-TIME CAMPS

A MANUAL FOR 4-H LEADERS

U. S. DEPARTMENT OF AGRICULTURE  
MISCELLANEOUS PUBLICATION No. 346





# SHORT-TIME CAMPS

## A Manual for 4-H Leaders

By ELLA GARDNER

Social Economist, Division of Subject Matter  
Extension Service



Miscellaneous Publication No. 346

UNITED STATES DEPARTMENT OF AGRICULTURE

WASHINGTON, D. C.

JUNE 1939



UNITED STATES GOVERNMENT PRINTING OFFICE - WASHINGTON

For sale by the the Superintendent of Documents, Washington, D. C., Price 15 cents

## ACKNOWLEDGMENT

Valuable assistance in the preparation of this publication has been received from Federal and State Extension Service workers and from many others who are especially interested in camping. Some sections of the manual were written by I. T. Bode, former extension biologist, who also gave appreciated aid and advice in its preparation.

# Contents

	Page		Page
INTRODUCTION.....	1	BUSINESS MANAGEMENT.....	22
VALUE OF CAMPS IN THE 4-H		CAMP BUDGET.....	22
CLUB PROGRAM.....	1	CAMP INSURANCE.....	22
WHAT IS A CAMP?.....	1	CAMP STORE.....	23
AIMS OF 4-H CAMPS.....	2	CAMP ORGANIZATION AND CON-	
TYPES OF CAMPS.....	4	DUCT.....	24
TYPICAL COUNTY OR DISTRICT		CONTINUING COMMITTEE.....	24
4-H CAMP.....	4	CAMP STAFF.....	25
CONSERVATION OR NATURE-		PERSONNEL.....	25
STUDY CAMPS.....	4	DUTIES AND RESPONSIBILI-	
LEADER-TRAINING CAMPS.....	4	TIES.....	25
CAMPS FOR CLUB LEADERS.....	5	TRIBES, CLANS, AND CAMP	
CAMPS AND CONFERENCES		COUNCIL.....	27
FOR PLANNING COUNTY		ORGANIZATION ON THE BASIS	
AND DISTRICT CAMPS.....	5	OF AGE GROUPINGS.....	28
LEADER-TRAINING CAMPS FOR		CAMP REGULATIONS AND	
WILDLIFE AND CONSERVA-		ROUTINE.....	29
TION WORK.....	5	RULES.....	29
DAY CAMPS.....	6	CARE OF THE CAMP.....	29
STANDARDS FOR FACILITIES AND		PERSONAL APPEARANCE AND	
THEIR USE.....	7	CLEANLINESS.....	30
CAMP SITES.....	7	THE CAMP PROGRAM.....	31
CONSIDERATIONS IN ESTAB-		WHAT KIND OF PROGRAM?...	31
LISHING A PERMANENT		BALANCE.....	31
CAMP SITE.....	8	FLEXIBLE SCHEDULE.....	33
IMPORTANT FEATURES OF		ORDER OF EVENTS.....	33
ANY CAMP SITE.....	8	STARTING OFF.....	33
PHYSICAL EQUIPMENT.....	9	THE FIRST NIGHT.....	34
SLEEPING QUARTERS.....	9	RISING HOUR AND MORNING	
INDOOR MEETING PLACES.....	10	LIMBERING-UP.....	35
RECREATION AND GAME		FLAG RAISING.....	35
AREAS.....	10	CLEAN-UP HOUR.....	35
FLAGPOLE.....	10	ASSEMBLY.....	36
SANITATION.....	10	SUBJECT-MATTER PERIODS...	36
SURFACE AND SUBSOIL		FUN TIME.....	37
DRAINAGE.....	10	QUIET HOUR.....	37
SAFE WATER SUPPLY.....	10	AFTERNOON EVENTS AND	
WASTE DISPOSAL.....	11	FREE TIME.....	38
AIR CIRCULATION.....	13	SUNSET PROGRAMS.....	40
REFUSE ACCUMULATION.....	13	RETIRING HOUR.....	41
SCREENING.....	14	PROGRAM CONTENT.....	42
KITCHEN SANITATION.....	14	DISCUSSION GROUPS.....	42
SAFETY.....	14	DRAMATICS.....	43
WATER-FRONT SAFETY.....	14	PRODUCTION.....	43
SUNBURN.....	15	SKITS AND DRAMATIC STUNTS.	44
FIRE PROTECTION.....	15	FESTIVALS.....	45
PROPER CLOTHING.....	15	VESPER PANTOMIMES.....	45
MEDICAL CARE AND HOSPI-		EVENING PROGRAMS.....	46
TALIZATION.....	15	CAMPFIRE.....	46
UNSUPERVISED ACTIVITY.....	16	TREASURE HUNTS.....	48
EATING AND EXERCISE.....	17	PARTIES.....	49
FOOD PLANNING AND SERVICE.....	17	TALENT NIGHT.....	49
MENUS.....	17	CEREMONIALS.....	50
SOURCES AND CARE OF		FIRE LIGHTING.....	50
FOODS.....	18	CANDLELIGHTING.....	50
MEALS AND MEALTIME OP-		OPENING AND CLOSING CERE-	
PORTUNITIES.....	19	MONIES.....	51
TABLE SERVICE.....	19		
DISHWASHING.....	20		



	Page		Page
PROGRAM CONTENT—Continued.		PROGRAM CONTENT—Continued.	
CAMP MUSIC.....	51	NATURE STUDY—Continued.	
CHOICE OF SONGS.....	51	CONSERVATION-CAMP PRO-	
MUSIC COUNSELOR.....	53	GRAM.....	64
STORYTELLING AND READING..	53	MUSEUM.....	65
ADVENTURES.....	54	NATURE TRAIL.....	66
SLEEPING OUT AND STAR		FOLLOW-UP ON NATURE	
NIGHTS.....	54	STUDY.....	66
SUNRISE BREAKFAST.....	55	LITERATURE CITED.....	67
MOONLIGHT HIKE.....	55	APPENDIX.....	68
IMAGINATION WHETTING....	55	A CAMPFIRE-LIGHTING CERE-	
CAMP NEWSPAPER.....	56	MONY.....	68
HANDICRAFT.....	56	CANDLELIGHTING CEREMONY..	69
NATURE STUDY.....	58	CEREMONIAL OF THE GIFT OF	
SUGGESTIONS FOR FIELD		FOOD.....	70
TRIPS.....	58	CEREMONIAL OF THE GIFT OF	
SUGGESTIONS FOR PLANT		FAGOT.....	70
STUDY.....	59	CEREMONIAL OF TRIBAL GIFTS..	71
SUGGESTIONS FOR BIRD		REPORT BLANKS.....	71
STUDY.....	60	TOPICS FOR GROUP DISCUSSION..	73
INSECT STUDY.....	62	PROGRAM EVENTS USED IN 4-H	
		CAMPS.....	77
		BIBLIOGRAPHY.....	77

FIGURE 1.—The camper should be made to feel at home from the first minute.



## Introduction

### Value of Camps in the 4-H Club Program

Realization of the value of outdoor camps in extension service programs is increasing as the quality of camps improves. Not only is camp looked forward to by 4-H Club members as one of the high points of the year, but State and county extension workers are planning camp programs to enrich the year's work through adding to it those experiences and knowledges that cannot be so well presented in any other way.

For the rural boy and girl, camp experience means much in physical, mental, and emotional growth. It may be thought that such a brief time in camp cannot affect anyone very much, but since the experience is a vivid one, for many children it stands out as the only variation of importance in the year.

Many of our rural schools present no music, nature study, recess games, or sheer-fun activities. In many places, isolated homes and a heavy schedule of home and school work make informal social gatherings rare. The 4-H Club program is planned to enrich and supplement the training in agriculture and homemaking that may be gained through home and school. But because 4-H meeting schedules are crowded with subject matter in many instances, meeting places are indoors and often inadequate for much activity, and meetings are seldom held more often than twice a month, it is difficult if not impossible for leaders to present as much in nature study, music, dramatics, and personal development as they wish. Leaders seldom are able to receive adequate training in these subjects. The summer camp helps to supply this lack in the year-round program.

### What Is a Camp?

Most people will agree that a camp consists of (1) a meeting place with indoor and outdoor facilities in an outdoor setting made as

attractive as possible, (2) a program built especially around outdoor interests, and (3) a group of individuals living together for the joy they can find in companionships and the pursuit of mutual interests, especially outdoor interests.

The huge gatherings sometimes called camps to which a thousand or more young people are brought, exposed to a closely crowded program, given a few opportunities to do hand work, dramatics, and the like in a large class, and sent home tired and confused are far from attaining many of the ideals of a camp. The smaller conferences, general club sessions, and judging or business meetings that are held at the State fairgrounds, at the experiment station, or on the college campus really should not be called camps either. It might be well to call them "State 4-H Club Week," "State Fair Judging Meet," "4-H District Short Course," etc., and to reserve the term "camp" for camps that are in outdoor settings and place the emphasis on outdoor programs.

### Aims of 4-H Camps

A camp should meet the individual interests of those who attend. The ideal camp is a small one with between 20 and 30 campers. In a group of this size the camp director can know the young people individually, and his personality can react on theirs. Given an adequate staff, he can conduct a varied and unregimented program adapted to the camp's environment and the campers' interests. Of course a larger camp can usually be more economically run, and more persons can be served in the same short time. Both of these are important considerations to the busy members of the extension service staff. When a larger camp is more expedient a staff should be provided that is numerous and skillful enough to assist campers to discover and develop their individual interests.

The purpose of the camp from the camper's point of view is to offer him a good time. He may want to develop some special skill, to pursue a particular interest, or to achieve a place of honor, but most of all he wants plenty of fun. Therefore an abundance of planning in advance and the selection of a skillful staff are necessary.

The program should be planned to give the campers an opportunity to gain as many as possible of the following experiences:

1. To have recreational and educational experiences away from home.
2. To meet and learn to get along with other young people of their own age and interests through committee work, program planning, and living together, as well as through sports and trips.
3. To meet the necessity for taking responsibility for their acts without family protection.
4. To explore subject matter such as nature study, handicraft, and music, that cannot be given as successfully through local leaders; to introduce new subjects that will be of interest when the boys and girls go home; and to present new angles of old interests; in short, to enrich the club program and the camper's background.
5. To train and use leadership abilities as well as to develop intelligent follower-ship.
6. To experience group responsibilities and learn to meet them.
7. To be rewarded for good club work and inspired to better club membership.

In addition to these points, the camp may contribute to the campers' growth through:

1. New experiences deliberately planned: These may be physical experiences, such as sleeping out all night, or such mental and emotional experience as may be found in participating in the discussion of a new field of thought. In any case they should be good to practice or ponder in the months that follow camp.



2. Adventure based on testing one's self physically, mentally, or socially: The young person who for the first time has led his own or a younger group in an activity—or an idea—has adventured as much as the one who has gone with two or three others on a point-to-point hike through what has seemed a deep wilderness. Youth has a keen longing for adventure. To open up worthy fields for adventurous living is to make a great gift to good living.

3. A new attitude toward a familiar concept: Home, natural phenomena, friends, music, and many other everyday experiences may be reconsidered and revalued at camp. The boy who peeled potatoes one morning and said, "And mother does this every day!" and the girl who discovered that Queen Anne's lace is not merely a weed but a lovely table decoration are two of the many who have gone home with eyes opened to new appreciations of familiar people and things.

4. Training or discovering some skill: This may be the improvement of form in swimming, an introduction to dancing, ability to imitate a bird call, or improved technique in producing high-quality fur pelts. To uncover a talent for dramatics or music, or to bring out and establish the ability to be an interested listener or the promoter of good conversation would be equally important.

To meet these objectives planning is necessary. They cannot be attained through lectures in private or public. The stage must be skillfully set so that the campers, seemingly by their volition, select activities, participate in experiences, explore, and achieve. Much of the result depends on leadership—the rich personalities of the staff members with whom the boys and girls come in contact.



FIGURE 2.—A well-selected camp site with neat, carefully kept grounds inspires the campers.

## Types of Camps

### Typical County or District 4-H Camp

The typical 4-H camp is conducted for a period of 3 to 6 days. Its program is a combination of nature study and other subject matter, and a large part of the time is spent in recreational activities. It may be attended by boys alone, girls alone, or a mixed group. The campers' ages may vary from 10 to 21, and the group may be limited to young people about the same age or open to all. Camps vary in size from 20 or fewer campers to 300 or more. The campers may come from one or two counties or from a group of counties.

Because of such varying conditions, few specific statements can be made concerning programs or methods. Several common denominators exist, however. The campers are rural boys and girls. Many of them are away from home for the first time. They are seldom able to provide themselves with extensive camp paraphernalia. The camp is not the major occupation of its director, and he or she can call on very little expert assistance in running it.

In a camp of this type the best program is a simple one that aims to introduce the campers to one or two new fields of interest, to furnish diversion and relaxation from routine, and to send the boys and girls home refreshed and improved in mind and body.

### Conservation or Nature-Study Camps

As a result of the rapidly increasing interest in conservation and restoration of natural resources as a year-round 4-H Club activity, conservation camps have steadily increased in importance during recent years. These camps are usually 3 to 6 days long. The programs include nature study, hiking, fishing, wildlife management, environmental improvement, and similar subjects. The general objectives are the same as for any other camp, even though the subject matter varies (p. 64).

### Leader-Training Camps

For several years special camps for 4-H leadership training have been conducted in some of the States. They have served for training 4-H Club leaders and 4-H camp workers, for program planning, and for special leadership work in wildlife and conservation subjects.

### Camps for Club Leaders

Because of the growing demand for more intensive training in 4-H Club leadership, camps for volunteer local leaders are held in a few States. A well-balanced schedule is arranged with an ample allowance of time in which to exchange experiences and discuss problems and successes. At these camps the leaders assist in preparing the new year of work, shaping in detail some of the projects and plans.

#### Camps and Conferences for Planning County and District Camps

Some of the States conduct an early spring camp for leaders who will be used in the 4-H and home demonstration camps during the summer. Programs are discussed, and plans are made. In Ohio—

A district camp of 5 days' duration was held at the camp site near Clifton for older boys and girls and advisers. The purpose of this camp was to train counselors for county camp, and to provide a helpful institute for older members and advisers. Twenty-three counties sent 109 delegates, 24 of them advisers. The cost to each delegate was \$5.50.<sup>1</sup>

The camp leaders' conference in Virginia included on its 2-day programs in 1937 discussions and demonstrations under the following topics:

1. Camp objectives.
2. Camp organization.
  - a. Camp council.
  - b. Tribes, companies, clans: Their responsibilities and possibilities.
3. Day's order.
4. Activities.
  - a. Music: Singing, home-made instruments, listening.
  - b. Posture, swimming, and health instruction.
  - c. Dramatics: Pantomimes, skits, talent night.
  - d. Playtime: Home-madegames; quiet-game tournaments, folk dances, and social games.
  - e. Evening programs: Talent night, campfires.
  - f. Vespers.
  - g. Traditional ceremonies.
  - h. Hobby quest: Museum, scrapbooks, microscope, handicraft, books.
  - i. Nature study.

A 2-week training course for camp leaders is held in West Virginia each spring. The programs to be used in the county camps are developed and tried out. Special programs, music, handicraft, and similar activities are not merely discussed but are actually put into practice.

Shorter training courses are held in several States. In some, the leaders are merely given ideas and program materials in the expectation that they will go home and adapt them to their own programs when planning with the camp committees and county home and farm agents.

#### Leader-Training Camps for Wildlife and Conservation Work

Since forestry, wildlife management, and conservation camps have become popular for 4-H Club groups within the past few years only, there is a dearth of leaders who are prepared to give the work. The best place to train such leaders is in a camp, where laboratory facili-

<sup>1</sup> OHIO STATE CLUB LEADER AND ASSISTANTS. ANNUAL REPORT. 1935. This report and similar unpublished extension reports cited are on file in the U. S. Department of Agriculture, Washington, D. C.



ties are at hand. The States that have conducted conservation leader-training camps are obtaining good results.

The following report from Massachusetts is typical:

The real accomplishment this year was the conducting of a forestry camp on Mount Toby, a college reservation of 755 acres.

Professors Holdsworth, Rice, and Parmenter, and Reservation Foreman Dan McCleary, gave a fine course in forestry and conservation. One purpose in holding this camp was to train boys for the leadership of forestry clubs. At the time of this writing, over half of those attending camp are leading clubs.

Aside from forestry work, we gave the boys something on general club leadership, how to organize and conduct a club, etc. There were 31 boys in camp.<sup>2</sup>

## Day Camps

Although the majority of 4-H camps are from 3 days to 1 week long, yet in some States where summer work on farms is heavy and the county farm and home agents feel that they cannot spare more than a day or two, day camps have been conducted. They lack most of the important advantages inherent in a longer-time camp, but they give young people and their parents an idea of some of the attractions of camping and, in some places, are a necessary preliminary step to longer camps.

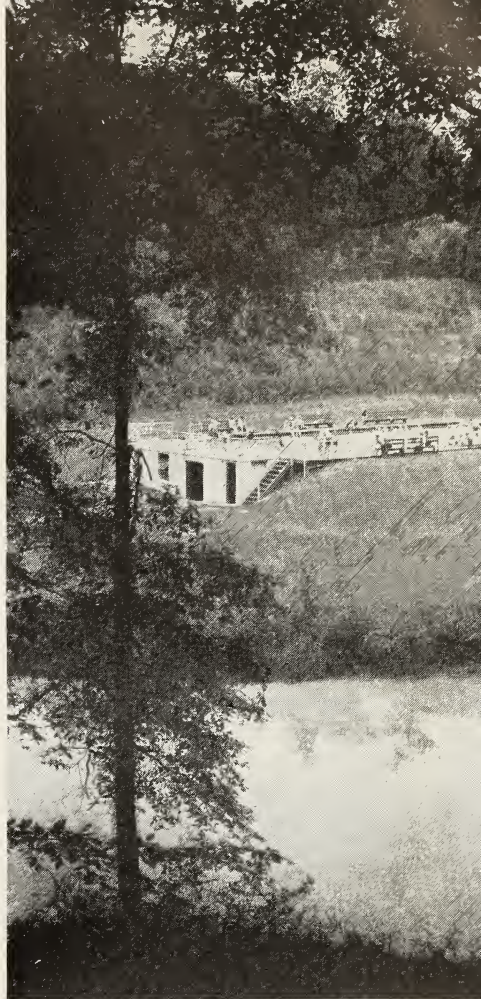
These camps differ from picnics in the way in which the program is planned. The Wisconsin program, which is rather typical, is described as follows:

The 1-day camp consists of a complete day's program, beginning in the early morning and continuing until late at night. The club gathers at some suitable campground at the hour planned. The forenoon is given to project instruction, demonstrations, nature study, hikes, etc., and the afternoon to games, stunts, swimming, or other recreational features. (Part of the afternoon also is used for field trips, handicraft, and preparation for the evening program.) A picnic dinner is provided for the noon hour, and a "wiener" fry with left-overs from noon makes the evening meal. (Special menus to demonstrate outdoor cookery possibilities are worked out in some places.) After supper, the most impressive meeting of the day is held, just as the sun is setting, known as the Sunset Service. After this, a bonfire is built, and songs, stunts, and stories are told in the glow of the evening fire. The day closes with the candle service and the singing of taps at perhaps 10 p. m. No less than 20 one-day camps were held in 1935, and 58 counties participated in some sort of camp program.<sup>3</sup>

<sup>2</sup> MASSACHUSETTS STATE LEADER IN CLUB WORK. ANNUAL REPORT. 1935.

<sup>3</sup> WISCONSIN EXTENSION SERVICE DIRECTOR. ANNUAL REPORT. 1935.

FIGURE 3.—Sometimes the “ole swimmin’ hole” in the creek is not safe or clean, and sanitary swimming pools have been constructed.



## Standards for Facilities and Their Use

### Camp Sites

Though the majority of extension service camps are in rented or borrowed facilities, some are owned by the State, a group of counties, or a single county. The most effective of these permanent camps are so constructed and located that they can be used for the greater part of the year. They then serve as a community center as well as a camp.

A West Virginia county camp is described thus:

The camp is beautifully located on Gauley River, and on State Highway No. 15. It is 10 miles from Webster Springs and 5 miles from Cowen.

The camp is used as the county's community center. This past year our county 4-H camp and county fair were held there. The State Baptist boys' camp has camped here for the past 6 years. Other groups using the camp this past summer were the district Boy Scouts, Richwood Methodist camp, Richwood B. Y. P. U., Braxton County 4-H camp, and hundreds of picnickers and swimmers.<sup>4</sup>

<sup>4</sup> WEBSTER COUNTY, W. VA., AGRICULTURAL AGENT. ANNUAL REPORT. 1935.

### Considerations in Establishing a Permanent Camp Site

When the purchase or acceptance of a permanent camp is being considered, there are a few important points to think about: (1) Can the upkeep as well as the first costs be handled without consuming too much of the agents' energy and time? (2) Have the 4-H and other extension service programs developed to the point where the investment is justified? (3) Is the site so located that the camp buildings can be used for more than the few summer months? (4) Are such necessary facilities as drainage, safe water, and a supply of perishable foods available without great expense?

A well-planned, permanent camp can mean a great deal to the groups that own it, but it can be a great burden, and the enthusiastic person who is tempted to accept an opportunity to build one should look into all the possibilities and draw-backs before making up his mind to begin a project that is likely to be his responsibility for years. The original cost of establishment may be only a small part of the burden. Maintenance and overhead are expensive, and camp buildings and grounds require continuous administrative supervision.

### Important Features of Any Camp Site

In selecting a camp, whether it is to be permanent, borrowed, or rented, one should ask over and over again, "Can we practice what we preach about good living while we are together here?" The campers will come to live with us for this short period. It is our opportunity to prove our belief in our own precepts.

**Natural facilities.**—Whenever possible, camps should be located in surroundings that will advance the program to be presented. Successful camps have been housed in buildings on a college campus, at fairgrounds, and in similar places. Whenever such a location is chosen, however, supervision becomes a real problem, and getting the groups into the woods and fields often is difficult.

In selecting a camp the following points should be considered:

1. An abundant supply of good, clean water for drinking, cooking, bathing; and safe water for boating, swimming, and fishing.

2. A flat well-drained open space for games, formations, and campfires; and plenty of open space for adequate air circulation. Open space is important for sanitation and comfort. Camps located so that they will have adequate air circulation around them have a minimum of difficulty with mosquitoes and other insects and from the discomforts of damp weather (fig. 2).

3. Woods, forest, native shrubs, brushy south hillsides, and streams surrounding the camp or near it. If such facilities are easily accessible, nature study will be greatly expedited. A brushy south hillside, for example, especially if it has a good scattering of bramble or other fruit-bearing shrubs, makes an ideal situation for bird study. Good demonstration possibilities should be available for teaching subject-matter work such as soil-erosion projects, forestry demonstration plots, gardening illustrations, and wildlife-management areas. The camp program should be studied carefully in advance for needs in this respect so that they may be considered in the final location of the camp, or the program should be built around the available facilities.

4. The camp should be free from unusual and unnecessary hazards that may jeopardize the health, safety, or comfort of campers. The latrines and wash house in one rented 4-H camp were up a hill and through the woods from the sleeping quarters. The trails were poorly laid out and dimly lighted. This presented serious and unnecessary hazards. Rattlesnakes infested another camp. An unprotected drop into a quarry was a source of danger in another.



**Accessibility.**—If possible, the camp should be centrally located with respect to the members who will attend. Usually the expense in getting to and from camp is an important consideration. However, to bear the expense of traveling a little farther is much better than to sacrifice too much in the way of proper facilities, safety, and setting.

Wherever the camp is located, it should be on an all-weather road or should be otherwise safely accessible. Prompt action in case of sickness or emergency, and the possibility of starting or breaking camp in bad weather are important considerations.

## Physical Equipment

The theory that campers want to rough it is a picturesque one, but to be happy and healthy while roughing it requires a great deal of preparation. Boys and girls who are not accustomed to camp life need all their physical resources to enjoy to the full the opportunities presented by the day. The night, their food, and all other experiences should be planned to renew them rather than to test them. Every minute in camp is of equal importance, and each should hold the best experience of its kind.

### Sleeping Quarters

Adequate sleeping quarters are important. Usually administration, leadership, discipline, and program guidance are more easily managed in camps that are equipped to handle groups of 8 to 10. The large community type of sleeping room with long rows of cots or bunks may have social advantages, but it is not efficient from the standpoint of rest or camp management.

Whether the sleeping room is large or small, there must be adequate space per camper. Sleeping quarters sometimes become living quarters during the day. In order that clothing and personal effects may be properly cared for, space must be available for each camper. A place to hang clothes and a box with shelves in which to store small articles are necessities if neatness is to be encouraged.

The United States Army regulations state that at least 60 square feet of floor space, 720 cubic feet of air per man, should be allowed in all barrack dormitories and that not more than six men shall occupy the standard 16- by 16-foot tent in warm weather except temporarily, when eight men may use one. This allows approximately 42 square feet per man. The California Commission of Immigration and Housing insists on 500 cubic feet of air space per person. These are high standards and can safely be lowered a little, though any reduction should be attempted only after serious consideration has been given to ventilation.

Elaborate sleeping facilities are not required. But careful inspection should be made of all facilities in advance so that arrangements for proper beds, bedding, and other provisions can be completed before the camp starts.

Single cots are preferred to double ones because of sanitation and safety. All cots should be carefully examined. If they sag badly, new canvas or rewiring may be necessary. Examine all mattresses for cleanliness and freedom from vermin. A straw bed can be entirely

comfortable if someone takes time to procure clean straw and to point out to the camper that the tick should not be filled too full and that the bed should be well stirred up each morning.

A camp bed can be surprisingly cold even in warm weather. Fifty percent or more of this cold comes from beneath rather than from above; therefore, beds should be made up with a folded blanket or some other protecting pad underneath. Campers should be required to bring an abundance of bedding; it is easy to fold away an extra blanket on top of a suitcase if the weather grows warm, but extra covers are difficult to find when it suddenly gets cold.

#### Indoor Meeting Places

If possible, choose a camp where the buildings are large enough to accommodate the whole camp on bad days. Rooms where small groups may meet comfortably and a general assembly hall are a great advantage. Such facilities not only insure smoothness in the conduct of the program but also furnish opportunity for evening events that are popular with groups of older young people and that cannot be so well conducted outdoors.

#### Recreation and Game Areas

The camp should have provision for recreation and game areas. Although baseball tournaments and highly organized competitive sports are not recommended for short-time camps, yet facilities for a pick-up baseball or volleyball game will help to keep the program interesting and often bridge over an emergency. Desirable recreational facilities are a baseball diamond, volleyball or basketball court, tetherball poles, horseshoe-pitching courts, fishing and boating water, target-practice range, archery range, and swimming places (fig. 3), preferably with sandy beaches and bottoms.

#### Flagpole

Every camp should be provided with a good, centrally located flagpole and an American flag.

#### Sanitation

In choosing a camp site special attention should be paid to the sanitary conditions of the buildings and grounds. The sanitary practices followed during the camp period should be given serious attention. Points to be kept in mind are:

##### Surface and Subsoil Drainage

A sandy soil and subsoil have a distinct advantage over clay soil in that wet weather does not make such a surface so muddy and it dries out sooner. The campgrounds should have good surface drainage so that pools of water and muddy spots will be at a minimum.

##### Safe Water Supply

A safe water supply easily available is essential. To emphasize this may seem trite, but it is surprising how many camps take for granted that the water supply is satisfactory simply because it has

been used by others before. A reliable sanitary and chemical test of drinking water is the best insurance that can be placed on a camp. Send samples to the local or State department of health to be tested.

Occasionally a whole camp is thrown into a state of discomfort over reactions caused by certain chemical constituents of water to which the systems of campers are not adjusted, even though from the sanitary standpoint the water is perfectly safe. Ask a doctor the best way to treat such water.

Make sure that wells and storage facilities are adequate and that the pumping equipment is dependable. The amount of water needed per person per day according to Girl Scout Camps (8) <sup>5</sup> is:

5 gallons for drinking and culinary purposes (tested).

10 gallons for shower baths (tested).

10 gallons for flushing toilets.

There should be an ample supply of safe drinking water and bubblers or sanitary cups from which to drink. Common drinking cups must not be used. A faucet turned up will make a satisfactory fountain. Plans for an inexpensive bubbler or drinking fountain that have been worked out by the 4-H Club department in Massachusetts are shown in figure 4. If containers are used for drinking water, they should be carefully cleaned daily.

The water supply must be so located that it is free from any contamination by waste of any kind or from surface drainage. No dishwashing, making of toilets, or bathing ought to be permitted around the water supply. Proper waste drainage must be provided for spots around water taps and pumps in order that they may be kept from becoming mudholes. Small drains should be built under any spigots that are used frequently, as, for instance, the bubblers or the spigot for hand washing at the latrine. Water should never be thrown out to stand on the ground.

### Waste Disposal

Any camp, no matter how temporary, should be provided with proper facilities for disposing of the various types of waste, and these facilities themselves must be kept sanitary. Lime, disinfectant, brooms, and mops are good health insurance. Camp sanitation should be a part of every camper's routine and should be so arranged that he gets experience in all the various parts of it. Many leaders have thought that since the program is so crowded, someone should be hired to do this sort of work. As a part of his citizenship training, every camper should be required to use and should help to care for all waste-disposal facilities. This is a fundamental training for all outdoor living.

The usual requirement for latrines is 1 unit for every 10 campers. They should be kept flyproof and clean. For a discussion of constructions and sanitation of latrines see Camp Sanitation (10) or Camping Out (16).

Facilities for washing hands must be provided at the latrines. A can with a spring spigot will be adequate. Soap, paper towels, and a waste receptacle should be supplied and a drain built to carry off the soapy water.

<sup>5</sup> Italic numbers in parentheses refer to Literature Cited, p. 67.







earth and should be covered as soon as it is put out to protect it from flies and other vermin.

A nearby farmer is often willing to take the garbage as food for his hogs. Clean, covered receptacles should be used for keeping such garbage.

#### Air Circulation

It is not necessary to choose a site where the wind blows you off your feet, but in order to get play areas and clothing, shoes, bedding,



FIGURE 5.—The camping experience should renew and rest by providing plenty of air and sunshine (A), not test the campers' endurance in hemmed-in tents or buildings where air currents cannot circulate freely (B).



and other camp paraphernalia into usable condition after a rain, it is important that air currents circulate freely. A setting of forest or woodland is most desirable, but this does not necessitate hemming in the camp itself.

A highly desirable situation for buildings, tents, and grounds, especially game areas, is one where plenty of sunshine will reach them during a good part of the day (fig. 5).

#### Refuse Accumulation

Candy wrappers, soapy wash water, cabin or tent floor sweepings, boxes, and trash of all kinds when strewn about may not be detri-

mental to health, but they certainly do not induce a sense of tidiness, good citizenship, or pride in personal appearance, and they leave a poor picture of camp life in the mind of the departing camper. Proper receptacles should be provided for all such refuse, and every camper should be made to realize that he has transgressed against his community when he does not use them.

### Screening

Screens are essential for maintaining health at camp and will more than repay any sacrifice that may be necessary to afford them. The housefly is a real danger wherever there is food. Many diseases, such as diarrhea and dysentery, are known to be carried from fecal matter and garbage to food, especially to milk. Protection from flies is difficult, but the elimination of breeding places around camp is possible through making the latrines flyproof, covering garbage pails securely, and disposing of garbage in a sanitary manner.

The cooking and serving unit of every camp should be enclosed by screens. They may be of wire, which will be relatively permanent, or of inexpensive mosquito netting tacked on a wooden framework. Entrances should have screen doors equipped with adequate springs.

To insure sound rest and health, sleeping quarters should be well protected against mosquitoes and other insects, and against rats and mice. To screen the building itself is much surer than to depend on screening only the beds, although if the use of netting over beds becomes necessary, cheesecloth is better than regular mosquito netting.

### Kitchen Sanitation

Dishes and cooking utensils should be washed in hot, soapy water and rinsed with boiling water (p. 20). They should be stored in a dustproof and flyproof place between meals. Every part of the kitchen should be kept clean.

Everyone who is to handle the food should be examined to guard against his being a typhoid carrier. Some States require this by law. The examination will be given by a public-health officer or a doctor. Any person working around food who shows any signs of a respiratory or intestinal ailment should be immediately sent to the doctor or nurse.

Sanitary facilities for the use of the kitchen crew are absolutely necessary, and when permanent ones are not supplied, orange crates with washbasins, soap, paper or other towels, pails of clean water, and pails for disposal of waste should be provided in the kitchen.

### Safety

#### Water-Front Safety

Water-front safety measures depend, of course, on the kind of swimming and boating that is planned. Excellent advice and information can be obtained through the American Red Cross national headquarters, Washington, D. C. Lifeguards should be on duty whenever campers are on or in the water. Needless to say, a lifeguard cannot teach swimming while on guard duty. Efficient guard service is an absolute necessity if children are to go on or in the water.

To require the boys and girls to bring written swimming permits to camp sometimes is considered advisable. These permits are checked at the first swimming period. It may be necessary to talk over your plans for water safety with some parents to relieve their fear for their children.

The "buddy" system recommended by the Red Cross requires the swimmers to go into the water in pairs. Every 10 minutes the life-guard blows his whistle as a signal that buddies are to get together for a checkup. This has proved an effective safety measure, especially for large groups.

Watch swimmers carefully, especially beginners and timid ones. Overfatigued and chilled swimmers should be sent out of the water and rested or warmed. Such persons should be encouraged into activity and should be seasoned to the water gradually.

Those who are interested in water-front equipment will find a good discussion of it in *Girl Scout Camps* (8) and *Camping Out* (16).

### Sunburn

Sunburn can be a major injury. Young folks and even older ones like to acquire a tan, and sunshine is healthful; but a vicious sunburn can be acquired without warning by a tender skin and is not only uncomfortable but dangerous. Protection by lotions and clothes against prolonged exposure to the sun is a safety measure.

### Fire Protection

Fire protection should be carefully planned for cabins, tents, or buildings. It is equally important in the woods and outdoors—a fact that is frequently forgotten. In building campfires, remember that the job of extinguishing unnecessarily large fires is usually more difficult than building them. Help the group to think over their needs and to build a fire just large enough for the purpose in view. Train every camper about care of matches and fires. Never let the group leave a campfire until it is extinguished.

Kerosene, gasoline, and other explosives are dangerous. Camp leaders should be on the alert when these materials are in use, and campers should be taught to handle them with care.

### Proper Clothing

Proper clothing helps in the avoidance of accidents. Low-heeled shoes that fit well are a protection against sprained ankles and blisters. Tight dresses and flapping trousers often cause tumbles, resulting in sprains during hikes and games. (See p. 30.)

### Medical Care and Hospitalization

To have a registered nurse or camp physician on duty throughout the camp is advisable. A nurse is more usually employed on full-time duty in 4-H camps (fig. 6). She administers first aid and may teach hygiene or help with physical examinations if they are desired. One nurse for every 50 campers is set as a standard for long-time camps.

A person who is ill or injured, no matter how slightly, should report to the nurse for advice and care.



The nearest physician should be made acquainted with the program and his services arranged for if necessary. The road to his door should be familiar to all members of the camp staff.

Go as far as possible in avoiding the coming to camp of anyone with a contagious or infectious disease. Some States require a doctor's certificate, obtained just before camp opens. Others have a doctor who examines the campers as they register.

If anyone is suspected of having a contagious disease, he should be isolated immediately and the doctor called.



FIGURE 6.—The full-time nurse ministers to the campers' needs.

### Unsupervised Activity

The responsibility resting on the director for planning thoroughly for the safe conduct of all campers cannot be overemphasized. The well-organized camp will have the program arranged to afford a minimum of temptation for single campers or groups of campers to wander off on escapades of their own. Such practice is fraught with danger, especially in mixed camps. This can be avoided much more easily through the skillful arrangement of the program than through regulation or restriction. Part of the pleasure of camp life lies in the opportunity to follow individual inclinations, but even this type of activity should be discouraged unless there are enough counselors to give it indirect supervision.

Sometimes, when camps are located near towns or amusement centers, individuals or groups sneak away to shops and shows. This



not only is unnecessary, but it is a cause for constant concern and uneasiness. Including a shopping trip in the program, explaining to leaders that unplanned trips are not to be made, and filling the time with absorbing activities are constructive ways to avoid trouble.

Camps that include both boys and girls require programs that are very well planned. Wise leaders will be alert to provide activities and programs of such wholesome type as will minimize the need for disciplinary measures.

### Eating and Exercise

The camp is a poor one if the campers go home with digestive upsets. Overeating is as much a just cause for concern as failure to eat. Eating contests are to be discouraged.

Too much strenuous and unusual exercise causes real distress. Long hikes, mountain climbing, long swims, and other tests of endurance and strength should be trained for and worked up to gradually. Short-time camps offer no opportunity for such training; therefore events of this kind should be omitted unless the group prepares for them before coming to camp.

## Food Planning and Service

### Menus

In most States the nutrition specialist of the extension service prepares a set of menus that can be adapted to the food available at any individual camp. These menus are always well-balanced and economical and should be carefully followed. Farmers' Bulletin 1757 (3) outlines diet plans that differ in cost and in food value, and contains menus typical of each plan. Of special value to camp directors are the tables that suggest the quantities of different kinds of food needed for a week, according to the sex, age, and activity of individuals. From these tables weekly quantities of food suitable for a group of any size and composition can be easily worked out. Miscellaneous Publication 246 (4) contains some quantity recipes that are suitable for lunch or supper at camp.

The meals at camp offer an excellent opportunity to demonstrate the principles that are discussed throughout the year and to prove to the campers that their leaders really believe and practice what they preach. Good food in camp promotes good health and good spirits, and affords the means of establishing in some of the young people better food standards than they have had before.

Adequate quantities of food are important, for camp life induces husky appetites in both boys and girls. In a camp group made up of boys and girls from 10 to 21 years of age, leading an active outdoor life, individual energy requirements will range from about 2,500 to nearly 4,000 calories a day. Appetite will take care of energy needs; pleasing desserts, starchy foods, and fats yield energy and therefore have their role to fill in the well-balanced diet. The problem of the camp director is to be sure that wholesome food of suitable variety is provided abundantly so that the need for protein, minerals, and vitamins is fulfilled at the same time that energy needs are met.

Check each day's menus by following a 4-H ration guide, to be sure that necessary protective and building foods are provided. The meals should include daily for each camper:

- $\frac{3}{4}$  to 1 quart of milk, for drinking and cooking.
- Butter.
- Potatoes.
- 1 leafy, yellow- or green-colored vegetable.
- 1 other vegetable.
- 2 servings of fruit, or, 1 serving of tomatoes and 1 of fruit.
- Some raw fruit and vegetables and canned or fresh tomatoes frequently.
- 1 or 2 servings of whole-grain foods, such as whole-wheat bread, oatmeal, cracked wheat or a whole-wheat breakfast food.
- 2 servings of eggs, meat, cheese, or dried beans. (Vary these proteins; try not to use 2 servings of the same kind in a day's meal.)

Do not serve two starchy foods at the same meal, as potatoes and macaroni or rice. Serve plenty of good bread and butter at each meal.

Check the menus to see that they offer sufficient variety in texture, color, and flavor, as well as in food value. Combine crisp or crunchy foods with soft foods; use salads or raw vegetables and fruits to provide vitamins and minerals and color and acidity. Avoid color clashes as far as possible. Remember that a meal made up largely of starches is rapidly digested and makes way for hunger contractions, whereas one including a variety of proteins and fats, leaves the stomach more slowly and hence has more staying power. Remember, however, that meals containing too much fat or fried food are slow to digest and may cause restless sleep or digestive upsets.

#### Sources and Care of Foods

Milk makes a number of important contributions to the food value of the day's meals. For calcium content alone milk and cheese are practically essential in the diet. Milk should come from a source of known sanitation and should be pasteurized according to milk-code regulations. If properly pasteurized milk of good quality is not obtainable, evaporated or powdered dry milk should be used (2). Skim milk, either fresh fluid or dry skim, has many of the building properties of whole milk, and can be used in place of whole milk if butter (or oleomargarine that has been reinforced with vitamin A) and green and yellow vegetables are supplied to make up for the vitamin A content removed in skimming off the cream. The folder Dry Skim Milk issued by the United States Bureau of Home Economics contains directions for reconstituting dry skim milk and recipes for its use.

When the club members bring the major part of the food with them from home, its care and protection are particularly important. The practice of bringing perishable food is being discouraged in many States because of difficulty in arranging for adequate care.

Perishable food must be kept at a temperature of 50° F. or below. If this is not possible, it should be bought daily in quantities that can be used within 24 hours.

If ordinary refrigerators are not provided, a dugout, or home-made ice box in which to store ice for keeping milk, meat, and other perishables will be a valuable asset in managing the camp food problems.

Storage safe from ants and flies should be arranged. Bulk cereals and dried fruits should be stored in lard cans or tin boxes if possible,

and all food should be several inches at least above the floor level. Cleanliness has much to do with protection from spoilage. Well-screened containers that allow a free circulation of air and are cleaned daily will do much to keep breads, fruits, and vegetables from molding and spoiling.

### Meals and Mealtime Opportunities

**Conversation and singing.**—One of the unannounced objectives of camp is a revaluation of everyday experiences to discover their greatest possibilities for health, happiness, beauty, and effectiveness. Eating is an everyday experience that may well be revalued. Table customs in many families, and, unfortunately, in some colleges leave young people untrained and ill at ease when they must eat away from home. Although the camp experience is a short one, a great deal can be accomplished through tactful suggestions to the whole group and also through good example.

Meals should not be hurried, and conversation and table manners should match the good looks and cleanliness of the campers (fig. 7). It is sometimes necessary to suggest to the hosts and hostesses that they stimulate conversation at their tables and see to it that every camper has a chance to talk to someone (p. 26).

Singing and cheering at the tables are traditional in some camps. When no assembly period is planned, such whole-group activity may be warranted. When ample opportunity is offered in connection with other programs, meal hours should be as quiet, restful, and refreshing as possible. Noise is no proof of fun. Indeed, boisterousness is often proof that something is lacking. Opportunities for experience in talking and listening in a small group, in gracious thoughtfulness of other people, and in following the conventions that add to one's ease and assurance as a social being usually are not so numerous in camp as chances to sing loudly and cheer, and therefore such opportunities should be grasped and capitalized on.

**Grace.**—Many different graces are used in 4-H and vacation camps. One of the most popular is sung to the tune of Old Hundredth—The Doxology:

Be present at our table, Lord,  
Be here and everywhere adored,  
These mercies bless, and grant that we  
May live our gratitude to Thee. Amen.

The practice in some camps is to use a different grace at each meal. There seems a definite reaction among both 4-H and adult campers against this. The majority of campers seem to prefer one or two graces that are their own and with which they may become thoroughly familiar.

### Table Service

The atmosphere and service of meals depend chiefly on the efficiency of the dining-room hostess. She assigns duties, trains the campers who are sent to her, and checks on their work.

When the dining-room crew serves for three meals, the new group comes on before supper to allow ample time for training. The whole crew helps to set the tables and prepare the room, then takes turns at the other duties. One waits on the table and scrapes the dishes. One washes, and one wipes. This division of labor holds in boys'



camp as well as in those for girls, women, or mixed groups. In mixed camps both boys and girls do the dining-room work and find it good fun.

Each camper needs 2 to 2½ feet of table space if he is to be encouraged to sit up, serve others, and handle his knife and fork well.

If unfinished tables are used, table coverings of white wrapping paper or white or light-colored oilcloth should be supplied unless cotton or linen table cloths are available. The tables should be as well set for every meal as they would be in a well-managed home. The ideal table seats not more than 10 persons. A leader and a camper should be appointed to preside at each one. In some camps the host or hostess and assistant change for each meal. In others they preside for a whole day. It is their responsibility not only to see that everyone is comfortable and well served but also to keep an interesting conversation going.

### Dishwashing

Adequate dishwashing facilities are essential. This includes an abundance of hot water for dishwashing and rinsing, and some provision for softening very hard water. For smaller camps, two tubs, lard cans, or other large containers, one for washing and one for rinsing dishes, are needed. For large camps, stationary equipment is more efficient. Plenty of towels will be needed unless the rinse water is kept scalding hot, when the dishes may be allowed to drain until they are dry. Air-drying is required by law in some States.

Towels should be boiled, rinsed, and dried after each meal.

Dishcloths or dish mops will be needed. They, too, should be boiled, rinsed, and dried after each use.

Soap chips or soap solution, steel wool, and scouring powder should be provided. Very hard water can be softened by adding washing soda or some other water-softening compound.

In some camps each camper scrapes and washes his own dishes. This is not a good plan even when the campers go out in small groups to the washing bench and a responsible person supervises the scraping, washing, and changing of water. Too much haste is the rule, and too many hands go into the dishpan.

For large camps, a paid dishwashing force is desirable. For smaller camps, designate a team or tribe to have charge of dishwashing each day. Select an efficient captain or chairman who will carry out the directions of the dining-room hostess. The duties of the dishwashing team should be to—

1. Put on to heat enough water to wash and rinse dishes.
2. Arrange tables, tubs, and other equipment in convenient order.
3. Collect and scrape dishes. Divide work as follows:
  - One person collects silver on a tray, placing forks, knives, and spoons in groups with handles all in same direction.
  - One person collects the glasses.
  - One person collects cups and saucers.
  - One person scrapes and collects the plates. Provide a rubber scraper for each table or for each plate collector. This speeds dishwashing as well as table cleaning.
4. Wash dishes in hot, soapy water.
5. Rinse dishes in hot clear water.
6. Dry dishes on clean towels or drain them.
7. Cover dishes and store them away from flies and ants until the next meal.
8. Wash tables with clean, hot, soapy water, and dry them with a clean towel.



Dishwashing is a part of the camp program and can be made valuable and interesting. Training for good, efficient work here will prove valuable at church, grange, and community affairs later on. Singing and merry talk make the experience an enjoyable one. The dining-room hostess can make a great contribution to this part of the program.



FIGURE 7. — Small table groups over which a host and hostess preside add enjoyment to meals.

## Business Management

### Camp Budget

If expenditures are to be kept within the camp income, a budget should be made well in advance of the opening of camp. Trying to run a camp on too little cash is foolish economy. Good food and a good program are important, and there must be funds enough in sight to guarantee both. It is better to run no camp at all than a poor one.

The 4-H Club camps are financed in many ways. Sometimes money is raised by club leaders and members to pay the cost of camp in cash. Often a small cash payment is supplemented by food products brought from home. In some States the campers pay entirely in food products, and some interested organization like the farm bureau or home demonstration club federation gives the cash that is needed to meet the cost of paying the kitchen help and meeting other expenses. In many States certain organizations interested in conservation, such as sportsmen's and civic groups, ammunition manufacturers, and others have made cash contributions to be used in paying camp expenses as awards to club members for meritorious conservation work.

The camp director and his committee will have to figure the income from all likely sources including that from the camp store, if one is to be maintained, then list the estimated expenditures for food, staff, rent, and general operation. General operating expenses may include ice, lighting, fuel, insurance, expenditures for getting the camp ready to open, for keeping it in good order, and for closing it, telephone, household supplies, laundry, and other miscellaneous items.

A registration fee of \$1, paid in advance, not only assures attendance but also gives the committee a fund with which to begin operations.

### Camp Insurance

In Vermont, Virginia, California, and one or two other States, liability insurance is carried on the county and State camps. In

writing of the 1936 camps, the State extension director of Vermont said:

This [insurance] is for the purpose of indemnifying the extension service and the county farm bureaus against loss by reason of liability for damages because of bodily injuries or death resulting therefrom. It was written last year on the basis of \$5,000 for one person and \$20,000 total limit for any one accident. The rate last year was \$0.265 per camper and \$1.18 additional per boat.

We also carry an additional compensation policy with a \$25,000 limit, covering the employees, recreational or educational, including clerical. This indemnifies us against liability, and the payments would be made in accordance with the workmen's compensation law.

Estimates are made each year of the total number of campers expected and the number of boats, floats, etc., and the premiums are figured on this basis: then, after the season is over, an audit is made of the actual attendance and equipment, and adjustments are made accordingly. Last year we insured 14 county and 1 State camp. We handle this at the State office and divide the expense among the camps participating in the policy.

### Camp Store

Sometimes, in order to make a little extra money, a store is run on the camp grounds. Candy, nuts, stamps, post cards, flashlight batteries and bulbs, films, and autograph albums are the usual stock. It may be necessary to point out to an ambitious finance committee that the camp program is planned entirely for the best interests of the campers and that the store is a part of the program. Not the money it makes, therefore, but its value to the boys and girls must be considered. If self-control, good health practice, and a sense of responsibility in money matters are taught, there may be an excuse for the store. If the unsupervised buying of extra food and candy is a health menace, the cash from the store is a liability rather than an asset, and the canteen should be closed. Several of the States do not sell candy at all but include it as a part of the dessert two or three times in the week; others serve it after special programs—roast marshmallows after a campfire and serve chocolates at a party or candy bars during a rest on a hike. In many camps chewing gum is taboo.



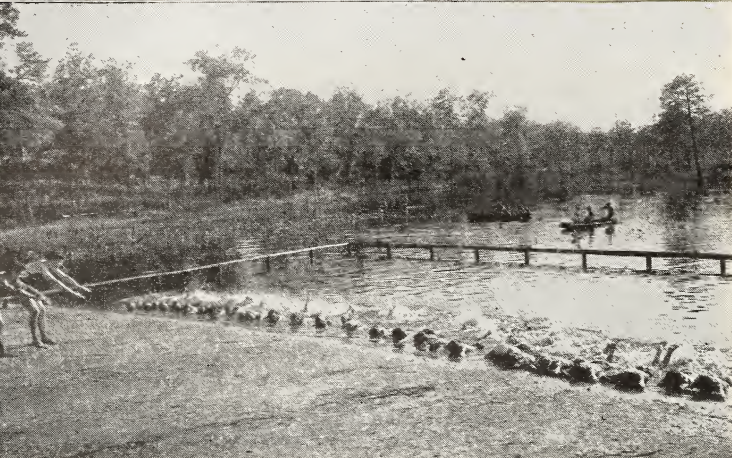


FIGURE 8.—A crib makes a safe place to teach swimming for beginners.

## Camp Organization and Conduct

### Continuing Committee

In places where camps have been running for some time, a camp committee of older boys and girls working with an adult leader or two throughout the year has been found helpful. This committee includes the new camp president, or big chief, and the tribal chiefs or captains, who may be elected by the campers to serve the following year, representatives of the 4-H leaders' organization, the 4-H county council, and one or two boy or girl representatives at large. This committee advises the county agents and works with them.

The committee meets at the close of camp to discuss the good and bad features of the program and to make future plans. It sometimes meets in midwinter to plan a camp get-together when all the campers of past years are invited to a dinner or evening program made up largely of the songs, games, and best-remembered tales of camp. This meeting seems to be a popular feature of women's camp groups. The camp committee is sometimes responsible for a number on the fall rally-day programs.

In the early spring the committee meets to begin plans for the next camp. It works with the director on set-up, management, and program, meeting as often as seems necessary. Sometimes special subcommittees are appointed to prepare parts of the program that need advance attention. A sunset-service committee may work out a series of programs and notify those who are to take part so that they may prepare themselves. The reception committee will check the various parts of the program where services are needed and make tentative assignments. It will select those who will assist instructors, receive guests, and serve as hosts and hostesses on special occasions. Subcommittees have served on other projects such as the newspaper, the evening programs, and the camp store if one is maintained.

This may seem to leave too little for the campers to do for themselves. Remember, however, that when the camp period is such a short one there is little time for thoughtful preparation or considered action after the program gets under way. Spontaneous contributions to all programs should be encouraged, but a preplanned framework is likely to insure good quality.



## Camp Staff

### Personnel

The camp staff must include:

1. A camp director who is a mature adult. The director may be a man or a woman. He or she is responsible for the smooth functioning of the whole camp and should be an experienced person with an appreciation of the educational and recreational values of camping.
2. Staff members who are prepared to teach, lead groups, and make the program a live one.
3. A full-time nurse and/or physician whose responsibility is not only to care for emergencies but also to keep the campers well.
4. An American Red Cross senior lifeguard if there is swimming or boating, and additional guards if the camp is a large one. A swimming instructor who is not responsible for guard duty when teaching.
5. A counselor, who is often a club leader or older club member, for every 8 or 10 campers. This does not mean that 1 leader is permanently assigned to each group of 8 or 10, although frequently that is a logical arrangement, but that this proportion of leaders to campers is necessary to handle the program well.
6. A cook and kitchen crew.

In addition to these, the following staff members have been found valuable:

1. A camp mother, who is introduced during registration, has been found a real asset in Massachusetts. She answers questions, solves small difficulties, and is especially in demand in mixed camps.
2. An itinerant unassigned counselor or two who pick up poorly adjusted young campers and help them to find interests, who look out for unusual things to do, and who get a long-time, whole-camp view of the proceedings. Such counselors can do much to help backward youngsters and to keep the program well-balanced.
3. A dining-room hostess, whose duties are discussed on page 26.

Workers with special training are employed for camps in some States, and specialists from the agricultural college are obtained for some of the courses. This is particularly true of State and district camps. In some of the States a small staff of camp leaders with recreation training is employed during the summer. One leader is sent to each county camp to set up the campers' organization, take charge of some part of the program, and act as assistant to the agent in charge of the camp.

### Duties and Responsibilities

Some special duties fall to individual members of the camp staff, but others are shared by all. One of these is the responsibility that each member has for serving individual boys and girls who need him. Many of the campers are away from home for the first time. Homesickness is a real illness. If the leaders are observant and skillful, they will arrange a piece of interesting work that a shy or lonely looking youngster may share with two or three older campers. Helping timid or backward boys and girls to feel at home and to find things to do with others who enjoy doing those things is everyone's responsibility.

Sharing one's enthusiasms with the campers is another joy and duty. The camp director who is fortunate in having rich personalities on his staff should see to it that these persons have ample time to visit with the boys and girls in order that interests and problems may be discussed. The planning committee should guard against a camp schedule that is so closely planned that there is no time to explore

the human interests that are about, for there is much to be gained from informal contacts with interesting people.

**Director.**—The camp is a direct reflection of the director. He, or she, should be a person of maturity and good judgment. He sets the example in neatness of appearance, poise, good sportsmanship, and high spirits for the campers and the staff. It is not his camp. He does not hold the limelight on himself but capitalizes on every opportunity to make the camp period a vivid and meaningful experience for the boys and girls.

The director has the whole camp program to administer. He assists the staff to put on a varied and creative program and guards in every way the happiness and safety of the group.

**Teaching staff.**—The subject-matter work and exploration periods are often successfully handled by teachers from nearby high schools and colleges and by members of the extension service staff. Investigation of the neighborhood by the camp director and his committee usually will disclose people with talent and enthusiasm who are willing to share their interests with the campers. Such people are found among officers of the State conservation or game departments; members of college and high-school teaching staffs; leaders in nature-study societies; interested sportsmen; college 4-H members; local librarians, musicians, amateur geologists, and craftsmen. Not everyone will do, of course. The successful person not only must know his subject thoroughly but must be able to present it well to boys and girls.

Staff members sometimes are given training for their work in a precamp course (p. 5). Whether there has been an opportunity for such preparation or not, daily staff meetings will be needed in which immediate matters of program and policy may be discussed. These sessions should be brief but not hurried, for it is through them that a unified program is maintained.

Staff members need some free time each day, and the daily schedule should be planned with this in mind. Camp is not a vacation for any member of the staff, however, and anyone who agrees to take the responsibility of working on the program should accept this fact.

**Counselors.**—The counselor has much to do with the morale of his group. He is chief adviser to a small unit that will reflect his attitude toward the camp and all who are in it. When older club members act as counselors, they should be helped to realize their responsibility for the tone and responsiveness of their group. They should also be led to expect no privileges or special services from their group.

**Dining-room hostess.**—The adult hostess who is in charge of the dining room is a key person. She sets the tone, trains waiters, checks the table setting, locates a supply of fresh flowers or other decorations, appoints and trains hosts, hostesses, and their assistants, and in every other way that she can devise adds to the graciousness and enjoyment of meals.

**Swimming and water-front staff.**—The employment of lifeguards and experienced instructors is worth any expenditure it requires. The swimming instruction (fig. 8) usually is turned over to the swimming staff. Wherever this is done, however, lifeguards assigned to guard duty should not be expected or allowed to do any of the teaching.

## Tribes, Clans, and Camp Council

As the campers register on the first day of camp they often are assigned to clans, companies, tribes, or families. Fifteen to twenty members in a clan are enough, although in small camps two or three large tribes are better than more small ones. In one of the boys' camps in Michigan where forestry was the main interest and Paul Bunyan lore a delight, three groups were formed that chose names appearing in these stories. In many States the names of Indian tribes are used; in some, Scotch clans and gypsy tribes have been formed. One of the Massachusetts camps was set up as a town with a mayor, council, and a town crier who announced meals, rising hour, and curfew. It is likely that the Whigs and Tories were the small groups in this case. The division plan should be well worked out in advance of camp's opening.

Dividing the camp into small groups has several advantages. When this is done, upon arrival each camper is greeted by the tribal adviser or a member of his committee (fig. 1) and immediately feels himself a part of the camp. Members of the same club usually are assigned to different tribes, thus breaking up at the very beginning any tendency to stay with the people they know best.

Objections have been raised that the tribal idea may be carried too far, and many of these objections are valid. Some features of Indian and gypsy life do not fit present-day living even in camp. Older boys and girls sometimes grow away from the kind of make-believe that finds satisfaction in pretending to follow some of the picturesque ways of these people. However, for the majority of young people there is mystery and glamour in the wandering, outdoor life these nomads typify, and they take the best of it to idealize in their camp organization. It adds drama to everyday things.

The small group is a useful unit through which to run the business of camp, to conduct special program features, or to establish self-discipline.

Many camps have found it successful to have members of each cabin, tent, or other group select a captain or leader or chief from among themselves. These leaders then form the camp council, which in cooperation with the camp staff governs the camp. Difficult matters of discipline have been successfully handled by campers' councils of this sort.

Usually the first general meeting of the clans is called immediately after the first meal. A chief is elected unless one was chosen the year before. The latter arrangement has the advantage of a selection based on acquaintance, and the former is more or less a matter of chance impressions, although young people are remarkably sound in their choices arrived at by this method. In most places an adult adviser is assigned to each clan. He leads the group in discussion and sometimes in a few songs and games to get the members acquainted before the selection of the chief takes place. A lesser chief or assistant is usually chosen also, and sometimes a cheer leader, song leader, and game leader are added to the officers.

Suggestions for camp regulations are made before this meeting adjourns. Immediately following it, the chief and lesser chief go to a council meeting, where the suggested regulations are discussed with the camp director and his assistant. The council makes up the



regulations from the suggestions and decides how they are to be enforced.

When delegates are sent by the clubs they sometimes are used as the council, but this makes no difference in the organization of the small groups, which have their representatives on the council also.

The first council meeting should include with the discussion of regulations a quick description of the camp business which the tribes will have to do, an assignment of duties, and a concise statement of the opportunities in the chiefs' hands for good service and the creation of an excellent camp.

After the council meeting the big chief, or camp president, calls an assembly at the council ring or in the hall. The camp staff is introduced, and each member briefly greets the camp. Songs are sung. A traditional opening ceremony (p. 51) may be observed. During this meeting the big chief presents the camp law. Each item is read. There is a brief pause for discussion, and when the law has all been read, it is voted on. There is no need for discussing the duties of each tribe at this meeting, although big events on the program in which all the tribes are to participate may well be presented by the staff member in charge, who may describe the kind of participation that is hoped for and invite the campers to be thinking over the parts their tribe can do best. The details of work and play should be left for tribal meetings. Succeeding council meetings are held daily, or more than once a day if needed. In some camps the staff meets immediately after breakfast and the council immediately after that. In others, the council meeting comes just before supper.

Tribal meetings follow the noonday dinner or the afternoon rest period. To meet after dinner has the advantage of giving restless youngsters something to think about—a poem or part to learn, a trick or challenge to plan, or some other assignment to ponder while resting.

### Organization on the Basis of Age Groupings

The organization of camps on an age basis is increasing in popularity. Such a basis makes possible the development of the type of program that will meet the characteristic interests and needs of each group.

An Illinois camp that serves 13 counties was described in this way:

It [the camp] is under the supervision of the farm and home advisers in this territory and representatives of the State 4-H Club staff. The plan of dividing the camp into two sessions on the basis of age was followed again in 1935. Those from the age of 10 to 15 attended the first period, and those from 15 to 20 the second period. Each county was allowed to send 15 percent of its membership to the camp. The enrollment for the first period was 55 girls, 32 boys, 7 women leaders, 9 men leaders, and 10 others who were representatives of the State 4-H Club staff and of farm journals, doctors, and others assisting and interested in the camp. This made a total registration of 113.

There were registered at the second period 44 boys, 30 girls, 7 women leaders, 12 men leaders, and 9 others—a total of 102.<sup>6</sup>

In Ohio, about one-third of the county camps were organized in this way in 1935. The State club leader says:

In 1934 there were 5 separate junior and senior camps, and in 1935 there were 10. This indicates a desirable trend, for a camp program can be made much more effective where boys and girls 10 to 14 years of age are separated from those 15 years of age and above.<sup>7</sup>

<sup>6</sup>ILLINOIS EXTENSION SPECIALIST IN JUNIOR CLUB WORK AND OTHERS. ANNUAL REPORT. 1935.

<sup>7</sup>See footnote 1 (p. 5).

## Camp Regulations and Routine

### Rules

There are those who pride themselves on running a camp without rules. This is an impossibility. No written list of requirements may be necessary, but a group of people, no matter how small, cannot get along together without having come to some fundamental understandings by which they will abide. The larger the group and the more unusual the camp way of living is to them, the more important, for the happiness of all concerned, are rules that are generally understood and accepted. They should be well thought out, carefully and clearly worded, few and simple. A rather typical set of rules includes: (1) Time for retiring, lights out, and rising. (2) What may be done during rest period. (3) How much is expected in the way of kitchen, dining-room, and grounds' duty. (4) What may be done about leaving camp. (5) Who is responsible for the enforcement of rules.

A small noncooperative handful can disturb the balance of the whole camp. They can so influence the leaders as to force them unconsciously to place emphasis on restrictions rather than on the liberation of ideas and the creation of opportunities. Therefore, a general agreement to the regulations proposed by the council should be secured, and the enforcement of these regulations should be in the hands of junior leaders who appreciate their value. A most successful method of obtaining cheerful adherence to rules is for the camp supervisory staff, from the director down, to be the first to comply faithfully. Campers can then be expected to follow their example.

Difficulties in following the camp routine may be avoided by taking a few preliminary precautions such as:

Making sure that all campers have ample and early opportunity to become familiar with programs, routine, and regulations.

Expecting every member to report promptly to meals and program periods. If the meal or the program starts promptly and is worth having, lateness need never arise as a problem.

Insisting good-naturedly but firmly that rules be followed from the start in an orderly manner, without waste of time or necessity for lecturing.

### Care of the Camp

A brisk morning clean-up of campgrounds and quarters, engaged in daily by all, is the easiest way to get the job done. Work out in advance a carefully prepared schedule of the various jobs, such as taking care of grounds, incinerators, and latrines, and rotate these duties among the various groups. A satisfactory period for these jobs is 15 or 20 minutes after breakfast. If properly organized, the work can be distributed so that it will not interfere with individual bed-making and other duties.

Sometimes these duties are performed on a competitive basis, and there are those who believe that campers are thus stimulated to do better work. Competition in this regard can be overemphasized, however. Point-awarding for routine duties has been known to grow until it was out of proportion to the real program. The camper ought to have opportunities to learn that there are unpleasant jobs around camp which must be shared by all and for which he must assume responsibility, but the program should not be burdened with them.

The best way to lighten the cleaning is to tolerate no untidiness about the camp during the night or day. Such unwritten laws as the following will keep the camp sightly and sanitary:

Adequate waste receptacles are provided for cabins, tents, and grounds. Deposit all refuse in them. Candy wrappers, wastepaper, notepaper, sweepings, or clothing must not be thrown about the grounds.

Proper sanitation facilities are available. Use them. Do not wash hands or do laundry at the drinking-water places. Do not throw out any soapy water around the cabins or tents.

### Personal Appearance and Cleanliness

The campers should be urged to provide themselves with substantial clothing and shoes which will withstand hard use in the woods and on hikes and in which they can be perfectly comfortable.

Some camp directors send out a letter to boys and girls who register, telling them what to bring. The Massachusetts instructions for Camp Farley say:

*Clothes.*—Old clothes for rainy days, change of underwear, extra stockings, pajamas, sweater, handkerchiefs, sneakers, rubbers, poncho, raincoat, bathing suit, and comfortable hiking shoes. *Bedding.*—Four heavy wool blankets or their equivalent and a small pillow. The nights are often cold. Two blankets are not enough. *Toilet articles.*—Three towels, soap, tooth brush and paste, and comb and brush. *Extra.*—Bring if you like any of the following: Camera, knife, extra shoe-strings, blanket pins, fishing tackle, athletic equipment, musical instruments, sewing kit, and writing material.

Eating utensils, notebooks, special equipment for subject-matter classes, and other supplies are often included.

Some instructions carry a list of things to leave at home. This includes all jewelry, since it may be lost, uncomfortable shoes, party dresses, more than a limited amount of money, bad dispositions, and any special dislikes.

In many 4-H Club camps there is a requirement that the boys and girls change from the field clothes of the day to fresh and appropriate clothes for supper and the program that follows. This freshening of one's appearance adds zest to the evening's enjoyment.

Camp routine should provide adequate opportunity and encouragement for campers to keep themselves neat. Adequate facilities are necessary for bathing, brushing teeth, and keeping one's body and clothing fresh and clean. Supervision and suggestion are sometimes necessary. Some campers have to be reminded that a daily swim is not sufficient for personal cleanliness. Provision should be made for baths. This means that warm water is supplied and a room offering some degree of privacy is arranged. A schedule for the use of baths makes a warm scrub a privilege and brings it to the attention of any who would not otherwise make an effort to use such facilities. Encouraging campers to take sponge baths is often one of the leader's jobs.

Cleanliness within and without should be expected of campers. Clean skin heals better. A daily bowel movement lessens the danger of many ailments. A clean person feels fit for work or play.



FIGURE 9—Campfire memories last through the years.



## The Camp Program

### What Kind of Program?

Many of the objectives that have been discussed for camp can be attained through a well-planned program, not a closely planned one that moves the young camper from class to class, from activity to activity at the sound of a whistle, but one that is so planned that the camper is guided into satisfying experiences without realizing that it was not the inspiration of the moment that carried him away. The success of the less formal program depends on the wisdom with which the subject matter to be used is selected and the skill of those who are to present it. Such a program requires more rather than less preparation on the part of the director and the staff.

#### Balance

**In selection of subject matter.**—To the camper, camp means fun, a vacation, a chance to do the things he enjoys. The program should be planned with this point of view in mind. To have too much play is entirely possible, however, especially if the recreation features do not include real leisure occupations such as hobbies, skill-training activities, drama, and music. Campers should go home filled with the sense of satisfactory achievement, of time well-spent, and of desired undertakings brought to a successful conclusion. This requires more than a program of sheer fun.

To the camp director and other interested adults, camp offers an excellent opportunity for intensive training along lines that seem to them to be worth while. If they lose the camper point of view they may so overload the program with subject matter that there is little relaxation or fun in the experience for the boys and girls.

It is sometimes possible because of the location of the camp to take the campers to see a particularly fine piece of work in line with their projects or to bring to camp someone with exceptional knowledge in his field. The director will, of course, want to make use of such opportunities. However, as a general rule, subject matter dealing with regular club projects has no place on the camp program. Much

that will enrich the year's program cannot be given as well anywhere else as it can in camp. Such subjects as nature study, the conservation of natural resources, citizenship, music, and the exploration of outdoor living not only are well suited to camp but make an enriching contribution to the year-round, everyday life of boys and girls.

Another point should be considered in selecting a balanced program of subject matter. Some subjects are more engrossing than others; handicraft, for instance, is one of the most absorbing for many people. Some activities can be allowed to consume a great deal of extra time for preparation. Dramatics, particularly pageants and festivals, are of this type. When planning the program, the committee should recognize that these are time-consuming activities, estimate the amount of time to be devoted to them, and undertake to do no more in these fields than can be done thoroughly within the allotted periods.

In considering the selection of subject matter, one may ask how many subjects can be undertaken successfully. No rule can be given. Much depends on the way in which subject matter is presented. To limit the number of subjects and to cover them thoroughly is better than to pack the schedule with a large number of topics and deal with them superficially.

**Between work and play.**—To draw the line between recreation and work in camp activities is difficult. Recreation, someone has said, is that which is undertaken for its own sake, whereas work is done to attain some other end. By this definition the same activity may be work to one person and satisfactory recreation to another. Subject matter that is well selected and enthusiastically shared will be accepted as good fun in camp, whereas recreation activities that are presented in a heavy, uninteresting way will be endured as a chore that must be done. The ideal objective is that the campers shall feel no difference in the work and recreation programs, that the whole camp experience shall be a well-integrated, happy one.

A rather arbitrary distinction between work and recreation will be made in the following discussion. Subject matter, whether it is presented through discussions, conferences, demonstrations, or lectures, and whether it is in the field of agriculture, home economics, conservation, health, recreation, or any other subject that seems to fit into camp programs will be considered work. Recreation will include such activities as music, dramatics, storytelling, games, sports, and hobby pursuits when they are enjoyed for their own sake and not when studied as an activity to be led or taught to the local club group. Thus the boy who takes a course in song leading is attending a subject-matter class. He is enjoying a recreation period when he sings around the piano or works up a cabin quartette to enter on the talent-night program.

To achieve a satisfactory balance between work and play requires careful thought and planning on the part of the director, the camp committee, and the staff. The camp director and his staff should meet well in advance of the camp season to discuss activities and make plans. Subject matter that is to be covered should be blocked out and weighed to see that it has value and meaning in itself to the individuals for whom it is intended, to the camp program, and to the club, school, or home program after camp. The integration of the program depends on this preliminary planning. Often a theme for the camp is selected, and much of the program, in work and play, is built around

this theme. This is generally true of conservation camps, of course, but it is also true of some of the other camps when themes based on the lore of gypsies, Paul Bunyan, cowboys, Indians, colonial times, and Robin Hood run through the camp organization, its handicraft, subject matter, music, dramatics, storytelling, campfire, and play periods.

### Flexible Schedule

The preliminary planning takes definite form in the day-by-day schedule that is worked out. It is well to set up two programs covering the scheduled work, one for outdoor weather and an alternate for cold or rainy weather, so balanced that a change can be made from one to the other on a moment's notice.

There are those who say, "But I want my boys and girls to be free to have a good time. I don't want a set program. That's too much like school. I want them to roam the woods or play baseball or just loaf if they want to." There may be adults who enjoy "just loafing," and who have learned to use such time to advantage, but the boy, or girl, who can entertain himself very long in a strange place without help is rather rare. There is no surer way to have an epidemic of homesickness than to serve large doses of unfilled time to young people away from home. Plan for interesting loafing. Train the staff to be ready unobtrusively to guide the camper into discovering interests and experimenting with activities that may be new to him. Be sure that there is always plenty for everyone to do.

This does not mean that for the camper himself every moment of the day should be scheduled, the schedule written down in large, firm script and posted on the bulletin board. It does mean that a detailed schedule, planned to allow flexibility, exists definitely in the mind of every member of the staff, and that everyone of them is ready to attract as many campers as may want the activity at the time when his subject may best be pursued. Not only will the staff be prepared to follow a schedule that changes with the needs of the group, but also staff members will have suggestions to share with anyone who seems to need them at any time.

### Order of Events

#### Starting Off

The best-planned program in the world and the most meticulous advance arrangements may still result in an unsatisfactory camp. The program must be carried out; and it starts when the camp period begins. Enough leaders ought to arrive at camp in advance of the campers so that the program may start when the first camper arrives and so that from first to last all are made welcome, promptly started in camp life, and kept going.

The director should be free to be here, there, and everywhere to keep all gears meshed and running. One or two leaders usually are assigned to meet each camper as he arrives and to start him immediately in camp activity. They greet his parents if they come with him, make them feel welcome, but let them know that their personal interest just then is in getting their boy or girl settled and properly cared for. A camper or group of campers should never be allowed to come in unrecognized, throw their grips and duffel under a tree, sit



down, and begin wondering what it is all about. Let them know there is something going on, plenty to do, and plenty of interest from the first moment. This prevents that let-down feeling that is a forerunner of homesickness.

One or two competent assistants should handle camp registration and assignment to quarters. It has been suggested that the campers be assigned to their tribes immediately on arrival and that the advisers of the tribes be on hand to greet newcomers (p. 27).

An efficient leader is ready to get the camper from registration to quarters and to give him his first instructions as to what is expected in quarters. It is not wise to let a camper start into games or other activities until he is located in quarters, unpacked, ready for the night, and settled so that he can dismiss this part of camp life except for keeping his quarters in order.

One leader, or more if necessary, should be prepared to start a game such as horseshoes, jar-ring toss, dart baseball, tetherball, box hockey, volleyball, or some other preliminary activity so that as soon as a camper is settled in quarters he can be transferred to organized camp activity. The camper should never have an opportunity to wonder "When does the show start?" In one camp each person was given a list of questions to answer. They took him all over camp. Such questions were used as "What color is Mr. \_\_\_\_\_'s hair," "How many buttons are on Chief \_\_\_\_\_'s coat," "How many petals has a linden-tree bloom?"

Arrangements for the first half-day's program are flexible and tentative so that arriving campers can be absorbed into activities as they appear. Usually such recreational features as games, short swim periods, and music are better than subject-matter programs, because there is a disadvantage to any boy or girl in entering a study period after it is started.

Since the pattern of the camp is set during this first afternoon and evening, the program should be well worked out and put on. Supper, vespers, the evening program, and the call to bed should be as nearly ideal as they can be made if future corrections and explanations are to be avoided.

### The First Night

No doubt, with the best of planning, the first night will be a trial for the camp staff. First-nighters seem never to get sleepy. They are full of pranks and unheard-of ideas. To attempt to exert military supervision or to command them to rest and sleep seldom works. To let them have their fun is probably all right up to a certain point, but it must be remembered that a precedent is being established; that alert minds are desirable for the next day's program; and that rested, happy children do not result from a sleepless night. It is sometimes effective to plan an unusually strenuous evening program ending with some calming features such as a story and a song or two around a campfire. This does not always have the desired result, but it usually means that the camp is quiet earlier. Disapproval of night pranks and the very definite discouragement of noise and capering from the beginning are important for the health and happiness of the whole group.

### Rising Hour and Morning Limbering-Up

The rising hour in 4-H camps is usually 6 or 6:30. If that useful, though not always popular person, the bugler, is in camp, two calls are sounded by him. When he is not in camp, the camp announcer blows his whistle or sounds the gong on the hour and again 5 minutes later.

There is usually a half hour between the rising hour and breakfast. This allows time for a 5- or 10-minute plunge under supervision, for those who want one, always preceded by a dash to the pool or beach, or 5 or 10 minutes of brisk warming-up exercises. Frequently cramps and chills result from plunges in cool water if circulation is not stimulated beforehand. This part of the routine should be short and snappy. Its briefness necessitates everyone's turning out promptly in bathing suits as soon as reveille sounds.

When there is no opportunity for swimming, setting-up exercises are sometimes given for the feeling of unity and rhythm that they create rather than for any physical betterment that may come from them. They should not be so strenuous or difficult that sore muscles result or fatigue is produced to retard anyone's enthusiasm for other events of the day.

### Flag Raising

The morning plunge or limbering up is followed by dressing for breakfast and a brief flag-raising ceremony.

The pledge to the flag is: "I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation indivisible, with liberty and justice for all."

In some camps the pledge is always followed by singing the Star-Spangled Banner and the camp song. In others a thought for the day is given. It is sometimes a brief poem or story that is posted on the bulletin board later. In one camp, where adventuring was the theme for the week, a different field for adventure was briefly discussed each morning.

### Clean-Up Hour

The 45-minute period or full hour allowed for breakfast is usually sufficient to include 15 or 20 minutes for putting camp in order. Beds are made, clothing is put away, cabins, cabin surroundings, and camp-grounds are cleaned up, and latrines and garbage pits cleaned and disinfected. Careful camp organization is necessary to accomplish this. A good plan is to have each cabin or tent group assign one or two different persons to the general grounds-squad each morning. This squad is then taken over by one or two leaders and assigned to the various ground duties. In this way the duties are passed around and participated in by all.

The inspection committee of leaders and council members usually starts about 8 o'clock and reports to the assembly group before the day's work begins. A small American flag, camp banner, totem pole, or ceremonial wand on which the cabin's emblem is tied, is placed outside the most orderly tent or cabin by the committee at the close of inspection. The flag is left there throughout the day. Sometimes to encourage keeping the camp in order during the day, the inspection committee makes a surprise inspection about noon and moves the flag if the situation warrants a change.

### Assembly

Many camps have found that morning assembly, lasting about one-half hour, is an asset since it offers an opportunity for creating a sense of comfortable unity through group singing and group action on any questions that may be raised. The camp officers are in charge. Announcements are made, plans for whole-camp events such as talent night or a festival are discussed, committee assignments are made, and any other camp business is transacted. Speakers are used occasionally on this program—very occasionally is often enough. Frequent speakers make a formal assembly that is more like school than camp. When no assembly is called, announcements are made after breakfast while the group is still seated.

To say that announcements made by staff members should be fine examples of brevity and clearness scarcely seems necessary. Long, rambling dissertations have no place anywhere and are an unusually heavy burden on an active group in camp.

### Subject-Matter Periods

Subject-matter periods should come early in the morning, while the campers are fresh. They may take the form of discussions, demonstrations, field trips, or experiments.

The way in which these periods are scheduled depends on the size of the camp attendance, the character of the subject matter to be covered, the amount of needed equipment that is available, and the whole plan of the camp program. In many places the morning is divided into two or three periods, and the campers are assigned to a corresponding number of groups. In some camps several activities are offered at each period so that the children may choose the ones they want, and in others, the schedule is rotated, one group going, for instance, to "Making the most of me" the first period, and "Seeing the world" the second, while the other group starts with the nature-study period. Such definite periods have been justly criticized as too formal for camp, but if the work is presented in an interesting fashion such a program is to be preferred to an overfree one. Some element of choice should be arranged for if an adequate camp staff can be obtained. If the relaxation of a fun period comes before dinner, an hour or two of definitely scheduled work does not seem out of place.

The subjects that fill these periods vary with the age of the campers, the available staff, and the facilities that are at hand. Nature study is almost invariably one of them. In such camps as the conservation ones, practically the whole time is devoted to some phase of this subject.

Discussions of personality, poise, social customs, and such subjects are fascinating to both boys and girls. These subjects invariably swing to ethics and morals. The leadership of music, social games, folk dancing, and dramatics is frequently presented to a selected group in camp. Music, book, and picture appreciation is given also. Handicraft projects that can be completed in a short time, and demonstrations based on many subjects with which the director knows the young people have had no experience are used. Field trips and exploring jaunts also fill the morning hours.



A full discussion of some of the subject matter that has been mentioned here will be found on page 42

### Fun Time

For the 30 or 45 minutes before dinner the Virginia county and district camps have tried out a plan that they called fun time. It is used as an introduction to the activities that the campers may pursue at their leisure in the afternoon. Older club members and leaders who have a special talent or interest are ready to share it with anyone who comes to them at this time. They introduce their subjects at the first morning assembly, asking some of the campers to try their skill or tell what they can see. This has helped to arouse the curiosity of the whole group

The interests that are discovered in fun time are pursued during the afternoon. Campers are urged to try out as many different things as they can during the week, but to stay with one a long-enough time to know something about it. Any number of the following interests are made available:

1. A microscope under which one may examine a bug, a bread crumb, a drop of water, a flower, or anything else that is interesting. Seeing the Unseen (*5*) is an aid in this regard.
2. Several pairs of field glasses used with a small group to study birds or to explore the countryside.
3. Museum objects that may be handled and studied. These may be nature-lore things, relics, wood, or a collection of camp records and memorabilia.
4. Scrapbooks of many kinds including poetry, nature, picture collection, sketches, and those of other special interests. Along with the borrowed scrapbooks are the materials for bookbinding, old magazines, paste, pen and ink and paper, so that anyone who wants to may start a book of his own.
5. Music for a special occasion or for sheer fun. The music person usually has a collection of songbooks, a phonograph and some records, and sometimes will help the group to make music, listen, or dance.
6. Folk and social dancing for a special occasion or just for fun.
7. Arts and crafts: Clay, charcoal, water colors, soap carving, weaving. As many and varied fields are represented as there are leaders available. The object is to present new ideas and give an opportunity to the individual to discover talent and interest of which he may be unaware.
8. Marionettes and hand puppets: These are available for use, and some help is given in making the simplest of them.
9. Games to make and play, especially quiet games that will be popular in the evening at home.
10. Books that may be discussed and/or borrowed for enjoyment during rest period or free time.
11. A sextant and transit for surveying or map making. Inexpensive outfits are being sold by some of the toy manufacturers (p. 83).

### Quiet Hour

Immediately after dinner or after the tribal pow-wow, there should be a quiet hour. This does not mean that everybody must go to bed, though in camps for boys and girls under 14 this is an excellent idea. Quiet hour, as its name implies, is to be spent quietly.

Opinion varies on the necessity for such a period. It depends to some extent on the type of program that is given and the section of the country in which the camp is located. For the usual 4-H camper, camp life is strenuous, and the days are long. The afternoon and evening programs are full, and even those who think they are able to stand a heavy day, profit by a rest period. The period should not be

longer than 45 minutes or an hour, since members of the group become restless when they are kept still too long.

Quiet should be expected so that those who wish to nap may do so, but quiet conversation, reading, or other passive occupations should be arranged for the wakeful ones. Books are read, cards are written home, and the ideas that have been picked up hurriedly during the morning are sorted out and considered. In some camps stories are told or music is played at the assembly building so that the restless may be entertained; but in most camps everyone is left to his own devices, and thoughtfulness for those who are resting is the only rule.

### Afternoon Events and Free Time

The afternoon usually includes swimming and team games, especially in boys' camps. It should also offer to those who do not enjoy baseball or volleyball an opportunity to participate in the things that interest them most. At this time, those who have especially enjoyed some activity during the morning may return to it for a more thorough exploration. Some young people probably will need to be encouraged to get into an activity if the group is free at this time. A skillful committee appointed for this purpose should be able to prevent the strays from wandering off to loneliness and homesickness. A program that allows for choice between such activities as sports, crafts, arts, and games should meet all needs.

Mistakes are made at both extremes in providing leisure time. Though many adults can use almost any amount of leisure judiciously, the average youngster, especially when he is in a strange environment, has a strong desire to do things but few ideas of what to start. Too much time without planned or purposeful occupation does not satisfy him. On the other hand, many camp programs are so filled with obviously planned work that the campers soon feel that there is no time for fun.

Leisure time is a definite part of the program. There is time for an early evening get-acquainted or visiting hour, a sing or frolic on the beach at sunset, a cabin conference hour for summarizing what the day's experiences have taught, or a sunset play hour. The guidance of this leisure must be skillful. The camper should sense the leisure, not the supervision.

**Tribal pow-wow and camp-council meeting.**—Immediately after or preceding the rest period the tribes or clans meet for an hour to work out their contributions to the various programs, to practice their songs, yells, dances, and skits, and to transact any other business that may be afoot. If it seems necessary, another meeting may be arranged after the afternoon swimming and games. Overenthusiastic camp committees might well be cautioned about keeping the tribal activities in balance with the rest of the program. It is possible to inject romance, competition, and strong sentimental attachment into tribal affairs, and it is not impossible to find camps where playing Indians has run away with the whole program. Belonging to a small group is fun. Acting as a chief in a group is stimulating. Working up tribal loyalty is easy. All this needs to be recognized so that the camp program will use the tribes for fun and self-control; so that the chiefs will get good leadership experience and training and yet not put all their time into tribal affairs and thus miss the other parts of

the program; so that tribal loyalty will be secondary to camp spirit and contribute to the feeling of unity in the whole group.

When the campers take part in the camp government, time should be planned for meetings of the staff and the camp representatives. Such sessions may not be necessary daily. In some camps the council meets at the time of the tribal pow-wow, and the chiefs and lesser chiefs alternate in attending. In other places it is held during the morning clean-up period or during the free period following the supper hour.

The business of the council is to consider any matters pertaining to the comfort and happiness of the campers.

**Swim period.**—Suggestions regarding the necessity for the utmost care and supervision of swimming already have been given (p. 14). In hot weather, to overdo this part of the program is especially easy. A long period in the water is usually fatiguing. Many times a child reaches the point of exhaustion before his condition is recognized. Three half-hour swim periods distributed throughout the day are better than one period of an hour and a half. A brisk dip just before breakfast is invigorating, but it should last a few minutes only, and should be optional. A half hour before lunch is much enjoyed in most climates. Forty-five minutes to an hour in the evening before dinner is satisfactory.

Night swimming is dangerous and should not be permitted in this type of camp unless well-lighted artificial pools are used.

There should be a swimming period at about 4 o'clock on the first day, when swimming permits are checked and tests are given in order that the swimmers and nonswimmers may be assigned to classes.

**Sports and play periods.**—Tournaments in baseball, volleyball, and sometimes in basketball have in the past filled a large place in the afternoon in some camps. This is particularly true in boys' camps. In some, track meets take the full time of one leader. Ample opportunity should be provided to pursue some sports in camp, since they are very popular with many boys and girls. Whether the young people who devote themselves to the sports in which they are already proficient are getting all they can from a short-time camp seems questionable. To gain recognition for the thing you do well is a natural desire, and to have pitched the winning game may be the high point in the week for the pitcher. It seems much better, however, to conduct tournaments in new sports that may be played at home—clock golf with home-made sticks, archery, handball, and similar sports—than to promote the ones that are already familiar to the campers.

Many boys and girls do not enjoy competitive sports. To require participation through direct or indirect pressure is not a good practice. During the time when sports are played a wide variety of other activities should be available, and the boys and girls should be encouraged to select the ones that offer the greatest opportunity for personal adventure.

In the conservation or wildlife camp, there is so much opportunity to build recreation around hikes and other outdoor activity that the ordinary sports will not be missed. The Boy Scout handbook (1), many camping manuals, and many 4-H Club manuals contain suggestions for games based on outdoor knowledge. Many of these can be made competitive. Supervised fishing expeditions, target practice,



archery contests, bait- and fly-casting contests, and rowing contests are well suited to the program and are popular with the campers.

### Sunset Programs

The inspiration that may be found in a ceremony at sunset time is one of the valued assets of camp. The program may be a vesper service (fig. 10) with hymns and a short talk. It may be a responsive service prepared by a committee of campers. It may be a group of songs or poetry and songs, or the dramatization of a story from the Bible or some other source.

The sunset service need have no theology. It is designed to promote spiritual growth and to help the campers to appreciate the importance of setting apart a definite time each day for contemplation.

The programs should be carefully planned, and those taking part should be well trained. All readings should be especially well done. Club members who are to participate should be coached by the committee chairman, special attention being given to pronunciation and expression.

If there is to be a speaker, he or she should be selected with great care. Talks should be brief and simple. The speaker should understand this. A copy of the program should be given to him when he is invited so that, in preparing his talk, he may fit it into the general program. In many camps there are no outside speakers on the sunset programs; in others an attempt is made to bring in interesting and inspiring personalities who will share their enthusiasm and appreciations for music, art, literature, and drama at the evening song fests. The campers who are to speak should be notified before coming to camp, since time for preparation in camp is so limited.

It is well to have a beautiful out-of-door place in which to hold vespers. To dedicate such a spot to vespers and never use it for any other part of the camp program has been found helpful at many camps. The definite association of the place with worship aids in attaining a reverent atmosphere.

Sometimes it is necessary to explain to the campers the character of the sunset service, to let them know that one attends reverently and courteously to the program, and that applause is not in good taste. To explain all this before going to the first vesper service at camp is helpful. Such explanation could be made at supper the first evening while the group is all together. The importance of careful preparation for this part of the camp program cannot be overestimated.

A few of the many subjects that have been used successfully include:

The Four Looks<sup>8</sup>—the honest look within, the compassionate look around, the long look ahead, and the steady look on high.

"Four things a man must learn to do," based on Henry van Dyke's poem that divides into the same headings as does the subject above.

"Friends" in nature, among books, among people, among ideas.

"Adventuring" in the physical world, among people, with ideas, with action programs.

"People who count" in science, in education, in social service, in good living.

"Open windows"—eyes, ears, minds, hearts.

<sup>8</sup> STOCKDALE, ALLEN. THE FOUR LOOKS. A talk given at the National 4-H Club Camp, Washington. D. C. June 20, 1937. [Unpublished.]

### A Maryland State leader says:

The agent has another theory, born of years of experience in camp programs—namely, that the vespers, assemblies, Sunday services, campfire programs, and other similar activities should be planned and presided over by the best leadership available. The local club meetings must provide training for the individuals, but if campers are to be kept interested in a program on a hot summer day or evening, and if they are to have high standard patterns set to take home and use in their communities, then the finest leadership must be used. This may mean, as in two smaller camps this year, that the same girl will preside each night at vespers, training in new girls each night to take different parts. But this one girl, having the poise and experience necessary to command the respect of the group, was able to meet emergencies and build up the program with her own contributions whenever the need arose.<sup>9</sup>

Suggestions for vesper pantomimes will be found on page 45.

### Retiring Hour

Sleep is an important aid to health. In short-time camps little can be done to establish habits, but the best health rules can be carried out. The regime is a different and strenuous one. Sleep is necessary. That bedtime is quiet time should be accepted by the campers and staff as a matter of course. In camps where there is no tradition of night pranks and prowling, taps is usually a successful signal for quiet. In camps where lax discipline or a leader's romantic memory of his own wild ways has led to midnight capers, sleep is the last thing the campers succumb to, and colds, crossness, cramps, and crabbing are frequent ailments.

Though provision for adequate sleep and rest is important, it is just as well not to set the retiring hour too early, because to do so usually results in a period of restlessness before the campers are ready to go to sleep. A better way is to let the group have an extra hour for appropriate activities and then to insist on quiet when retirement is scheduled. Ten o'clock has proved to be a reasonable bedtime, although many camps, especially those with younger boys and girls, sound taps at 9.

<sup>9</sup> MARYLAND STATE CLUB AGENT. ANNUAL REPORT. 1935.



FIGURE 10.—Vespers  
at sunset.

## Program Content

### Discussion Groups

Discussion, as a part of the camp programs, is increasing in popularity, especially with older boys and girls. The topics center rather generally around such subjects as conservation, nature study, personality, ethics, good looks, social usage, and family relationships.

In some camps a guest speaker is invited to present a brief talk on phases of a problem that the campers are considering. They then divide into groups of 10 or more and talk over their opinions on the subject. Needless to say, this method fails unless the subject is one with which the boys and girls have had experience. They can have few opinions worth 30 or 45 minutes' consideration on a subject about which they have no facts or first-hand experience. In preparing for this type of program, the counselor in charge of the work should see the speaker in advance to find out as much as possible about his approach to the subject and to help him to fit his talk into the experience of the group and the whole plan for the series. The counselor meets the discussion leaders before the program starts and helps them to work out suggestions for their own guidance in leading a group. They make up lists of topics that they may raise and talk over the problems they may meet. This may seem to mean that the group's mind is made up for it in advance, but the method does not work out that way. The topics give the junior leaders confidence and not only help them to guide the group but supply them with fuel that will keep the fire of interest alive.

Assistance during the group discussion also is necessary when junior leaders are used. An adult adviser who will stay in the background when things are going well but lend a guiding hand when needed is important if such discussions are to be a success.

After the group meetings are over, the leaders should come together again to discuss their successes and difficulties. See *Group Discussion and the Problems of Farm Young People*.<sup>10</sup>

A second method has been effective when there has been no speech to use as a basis for discussion. The discussion leader distributes a list of true-false statements and asks each person to check them as they are read aloud. He reads them rather quickly without waiting for questions to arise. When the list has been finished, he starts

<sup>10</sup> MERRITT, EUGENE. *GROUP DISCUSSION AND THE PROBLEMS OF FARM YOUNG PEOPLE*. U. S. Dept. Agr., Ext. Serv. Cir. 263, 18 pp. [Mimeographed.] (The discussion method and its use from the point of view of one who has experimented broadly with it.)



again, reading slowly, asking for a show of hands on the marking and stopping for a discussion of any topics on which there is a difference of opinion. No attempt is made to settle some questions in such discussions, but on some others the group may decide to take action. A list of sample statements is given in the Appendix (p. 73).

In a few places an episode showing a controversial situation has been acted or read. Each member of the group is asked to write down his reactions in answer to questions. The answers are not collected. They are used to clarify the thinking of the group and to start the discussion.

## Dramatics

### Production

Dramatics have an important place in the programs of many camps. Skits are performed around the campfire. Talent night is one of the high spots of the week. Closing day is sometimes climaxed by a pageant or festival. Bible stories may be pantomimed at vespers and a family situation dramatized in the discussion periods.

Both boys and girls enjoy participating in plays and watching them. Playing a well-directed part helps a person to meet several of the camp's objectives. However, a few words of warning are needed, especially if an enthusiastic dramatics counselor is on the staff. In a short-time camp little time can be devoted by the campers to the preparation of a pageant or play. Material should be selected and plans made with this fact in mind. It should not be necessary to draw a group away from other parts of the program to rehearse or to work on staging. Assign adequate time for the things that are to be done and stay within this time.

Several types of dramatic material fit into the camp program. Much of a play's success depends on the skill with which it is selected. Skits for talent night must have spontaneity and timeliness. The eye that can discern drama in everyday doings is needed here. Very simple, short plays are best for drama night since they can be learned quickly and well-rehearsed in a brief time. The dramatization of a ballad or legend that is familiar to the group, a historical episode related to the camp or the date, or an allegory that typifies the spirit of the camp are good bases for festivals and pageants. Each of these types will be discussed separately.

These things are essential in the production of all camp dramatics:

1. Selecting simple material.
2. Choosing something that fits into the theme of the camp or that grows out of the campers' experiences.
3. Preparing the performance thoroughly. Rehearse until it can be done with ease and charm. Limber up legs and arms. Coach bodies as well as minds.
4. Seeing that each stage grouping is an agreeable picture with color, form, and balance.
5. Using as much singing, dancing, and incidental music as possible, for they are especially effective out of doors.

For several reasons camp dramatics belong out of doors whenever staging them there is possible. The play selectors are then in tune with camping atmosphere. No lovelier setting can be found than a well-selected background of trees or a hillside lighted by a late-afternoon sun. It is fun for the players to rehearse out of doors. It is more effective to use natural scenery than painted, and usually less trouble too.

Place members of your audience either a little lower or a little higher than your stage and far enough away to get a good perspective. The direct light should not be in their eyes. The players should not have to look into the sun either. If the sun can fall on the stage at an angle it will be one of the loveliest parts of the performance.

Your background will need the unity that comes from a near fringe of trees, a hillside, or a lake. Wide fields may stretch visibly beyond, but players are dwarfed unless there is something nearer to limit their scene.

If possible, the outdoor stage should be located so that bushes or low-growing trees conceal the actors. Such wings should be close enough to the stage for the players to come and go without long walks, but they need not be as symmetrical as those on an indoor stage.

Many good books are available on staging, costuming, make-up, and play production in general. See Appendix (p. 79) for the titles of a few of them.

### Skits and Dramatic Stunts

The program for talent night and campfires usually includes dramatic stunts of one kind or another. A strenuous attempt to improve the quality of these acts has been made in most camps. Several types of skit are discussed, and suggestions for many more will be found in the bibliography.

**Original skits.**—Original skits have been popular since the beginning in camp programs. They should be encouraged, but they need to be reviewed by an adult with a well-developed sense of balance. So many times, things that seemed funny and harmless when the committee giggled over them in rehearsal are crude and in poor taste when done before the whole group. Good taste, balance, and good playmanship are needed most of all in producing skits. Jokes, old stories, and funny situations are good material. Avoid the automobile tire that goes flat. It is flat—wholly worn out, in fact—and so is the large company of its contemporaries. Watch your school scenes with bad children in them. Riotous comedy will cover up any point that may be in the making. Indeed, burlesques are to be worked over seriously or avoided as a general rule.

**Charades.**—Charades fit in at the council fire as well as on talent night. One ambitious group last year made a sentence charade, acting each word and then the whole sentence. Another did a musical charade with each syllable a song. Charades that give the titles of books are popular—Ben Hur (bend her), Paradise Lost (pair o'dice lost), Gone With the Wind, Little Women, Innocence Abroad.

**Shadow pictures.**—For presenting shadow pictures a sheet is stretched across the front of the stage so that its lower edge touches the floor. If it is dampened it will hang better. A bright light is held 4 to 6 feet back of the sheet. The players act their parts as close to the sheet as they can. Turning about and moving sidewise will not make clear shadows, so the action should be planned to take place parallel with the sheet. Nursery rhymes and familiar fairy tales offer good plots to use. Costumes are made of newspaper and pins. Since silhouettes are all that one needs, animal effects are as easy to make as human ones, and so the most fantastic tales may be undertaken. A parade of the great and near great that includes the staff as well as fictitious characters is always popular as a staff act. Rehearsals improve the shadows a great deal.

**Pantomimes and dramatized songs.**—For pantomimes, the old ballads are excellent. Little Orphan Annie, Lochinvar, The Old Woman and the Peddler, Lady Clare, and others of this type may be acted to soft music and the well-spaced reading of the poem. These require rehearsing also. The reader stands at one side, where he can watch the stage. The players should move rhythmically and play with conviction.

Dramatized songs may be sung by the actors or by a chorus. Where Are You Going To, My Pretty Maid?; No, John; The Generous Fiddler; Billy Boy; and Molly Malone are songs that have been used successfully.

### Festivals

When closing day is visitor's day, some camps present a simple festival that displays the results of the week. The best of these programs grow out of the interests that have been encouraged during the week. Songs, folk dances, sports, arts and crafts, and nature activities are presented. There may or may not be a thread of plot on which to hang them.

A festival based on local history and tradition is sometimes an annual feature. The plot changes little from year to year, but new parts are added and new ideas are tried out each year. Such a festival may picture the early pioneers or Indians who used the camp site. It may portray the meaning of the camp name or the ideals for which the camp stands. It may show an ideal day in camp or dramatize a legend about the camp.

The festival will be a meaningful part of the program if it is prepared as a part of the regular routine. Festivals or plays that can be presented only at the expense of requiring the cast to miss other activities have no place whatever in a short-time camp and should not be attempted.

### Vesper Pantomimes

It seems necessary to repeat again and again in these pages the admonition that planning is important. In the vesper program, preparation is exceedingly important. Nothing must be haphazard or slipshod; nothing must break the atmosphere of reverence and fittingness. If beauty, devotion, and sincerity cannot be achieved, this part of the program is better omitted. Planning makes loveliness possible. Choose what is to be done, collect the things that will be needed, and plot your program a long time in advance.

If pantomimes are to be included, colored scarfs, kimonos, bright jars, pillows, boxes and other properties, phonograph records and other music, books, candles, and other equipment should be assembled. The dramatizations may be prepared in advance or a small group may work them out in camp. The rehearsals will not take long, and the productions will be a source of inspiration if you plan in advance, know what you want, and take to camp the things you will need.

Pictures of Biblical costumes should be studied and copied as nearly as possible. Sheets, burlap bags, cheesecloth, unbleached muslin, and bright dressing gowns and scarfs will be useful in getting the effects that are needed. Famous Bible pictures will suggest stage groupings as well as costumes and make-up.



If Bible pantomimes are being put on, phonograph or other soft music, swelling into hymns or chorals, sung by the campers, should accompany the action. An outdoor setting is a real advantage. Very little is needed to suggest a room, a doorway, or furniture. Indeed, a simple setting is by far the most effective.

A person stands at the side, out of the picture, and reads slowly and distinctly, timing the reading to the actions of the players, who should move freely but smoothly and without bustle, or haste. Since he has no words, the actor must depend entirely on his body and face to express a mood or tell the story. This demands genuine freedom and control.

The following stories have been used with good effect and others may be added:

The Good Samaritan; St. Luke 10: 30-35.

The Prodigal Son; St. Luke 15: 11-24.

The Wise and Foolish Virgins; St. Matthew 25: 1-13.

The Infant Moses; Exodus 2: 1-10.

The Story of Ruth; Ruth 1: 8-9; 2: 2-12; 4: 10-11.

### Evening Programs

Evening programs usually start at dusk and end by 9:30. Well-directed evening events afford excellent opportunities for self-discovery and provide the setting for the later vivid memories of camp. They should be so planned that all the campers participate as individuals sometime during the week, even though the contribution seems to be a minor one.

By far the most popular evening program is the campfire, and in many camps it is held every night. Parties, treasure hunts, talent nights, folk dances, and sing evenings have been arranged in sections where temperature, insects, or bad weather make campfires uncertain and in camps whose committee and director feel that the campers need an introduction to other evening programs.

### Campfire

In camps where campfire programs are held every night, variation is worked out in the type of themes. The first campfire may be the official opening of camp with ceremonies passed on from year to year, when first-time campers are initiated and the message from last year's camp is read. The second night may be tribal-contest night when songs, tests of skill, stories, and skits are presented by each tribe. The third night may be built around the theme of the camp or around some idea that has caught the imagination of the group. Closing night is often a review of the week, with special mention of high spots. An especially good story is told, and the evening often ends with the candlelighting ceremony.

When carefully planned and conducted, the campfire nearly always becomes the high light of the day (fig. 9) and leaves some of the fondest and most enduring memories of camp. If ever sermons can be preached, characters built, heartaches eased, and friendships cemented, it is around the fire. Campfire time is a good time for storytelling, skits, and songs, for nature-appreciation talks, lessons in citizenship and conduct, for ceremonials, and for sitting around dreaming, visiting, and discussing problems. The campfire is an excellent place for

lessons on outdoor-living requirements, equipment, pack outfits, and the care of one's self in the out of doors. It need not be a stiff, solemn occasion. Tales and yarns of outdoors, experiences with wild creatures, and wholesome joviality are appropriate.

When no traditional campfire spot is available, the fire may be laid at some surprise spot a short walk from camp and the group led to it without being told where they are going. Choose a spot with a clear view of the sky, with good air circulation, and where the fire can be extinguished when the group leaves.

The campfire program should be as carefully planned as any indoor program. If the big chief is to preside, he should be helped to get his program together and then coached so as to be able to guide the spirit of the occasion. The camp director or recreation leader should take over this position if the elected big chief lacks the histrionic ability to conduct the program well, for a campfire program is an affair of mood and imagination and needs the touch of skillful hands if it is to mean all that it can to the campers.

The honor of laying and attending the fire usually is assigned to the tribes in turn. A huge fire is not required. The Indian type of council fire, described on page 68, is the most satisfactory. Though it requires more time to prepare, it is worth the trouble. An explanation of its construction, use, and merits is extremely interesting to new groups. When the self-feeding fire is not used, a fire keeper tends the fire all evening, making it bright for dramatics and allowing it to die down as the program draws to an end.

The program usually starts with a procession of the tribes, who sing and cheer as they form a ring. A fire-lighting ceremony adds dignity and interest to the program. If such a ceremony is to be used, the methods worked out by the Camp Fire Girls and the Woodcraft League should be studied. A 4-H ceremony is suggested on page 68.

When the camp has been running for several years, old campers will help to plan and carry out the campfire events. When the program is just being developed, council meetings should include abundant suggestions for the chiefs to use with the tribes. Ideas for challenges, skits, and games should be thoroughly discussed, and sources of additional help should be available.

Challenges are fun and make a good feature of the program if they are varied and not allowed to continue too long. They may be individual or group challenges. The individual challenger rises and says, "I, John Jones, of the Iroquois tribe, challenge anyone to jump higher than I can." Anyone from another tribe may accept the challenge. When it has been tried by several tribal representatives, someone else gives a challenge. A group challenge is stated by the chief in the same formal way.

There are several types of challenge. The best-known ones are tests of strength and skill such as the hand wrestle, the leg wrestle, and human cock fighting. *Health by Stunts (12)* includes much of this type of material. Another kind of challenge depends on memory; for instance, "Name more plays by Shakespeare than I can," "Give all the States faster than I can," "Name more foreign capitals," "Say more nursery rhymes." A third variety depends on special talent, real or imagined; for instance, a camper may offer

to sing higher, play a better harmonica solo, do a better tap dance or jig.

When challenges of all types are offered, many different persons are given a chance to use their abilities. For a fuller discussion of challenges see the Handbook for Recreation Leaders (6).

Games best suited to campfire use are of two kinds, the ones that do not require observation, and for which the players are seated, and line relays in which no running is necessary. Snip, Proverbs, and Advertisements are of the first type, and Bundle, Peanut Pass, and Handful Relays are of the second.

The selection of stories depends on the interests of the group at the time, the mood of the fire, and the storyteller. The Bibliography (p. 77) includes a list of stories that have been used successfully.

All evening programs in camp may be fittingly closed with taps. The verse that is most generally used is:

Day is done.  
Gone the sun  
From the lake [or woods],  
From the hills,  
From the sky.  
All is well;  
Safely rest;  
God is nigh.

One of the most impressive ways to close a campfire is to have the entire group rise and sing taps softly. This is followed by the sounding of taps by a bugler on a distant hilltop or by the repetition of the verse by a hidden group of singers. No additional remarks, announcements, or instructions are given. The group is led quietly back to quarters.

#### Treasure Hunts

Old and young always enjoy hunting for something that promises to be treasure. The camp treasure hunt may fill a whole evening. It may be as easy or as difficult as the ability of the campers seems to demand.

First, of course, a trail is selected and explored by the committee, then clues are prepared and put in place. They may be hidden or left in sight. Each clue tells where the next is to be found except the last, which describes the location of the treasure. The preparation of the clues allows for much ingenuity. Clues may be in verse, riddles, cross-word puzzles, cryptograms, or sign language. Some should be easier to solve than others, but none should be too easy to follow. Suspense as to the outcome is a big part of the fun.

Turn to the right,  
Then left by the gate,  
To a man-made moon,  
By a man-made lake.

This clue brought the searching party to the foot of a light pole by the swimming pool.

"Your next is under that which has four legs and smokes a pipe," meant under the stove.

Each tribe may be told to follow clues of a certain color, and each may lead to a part of a supper that is to be cooked out of doors. The final clues may include instructions for its preparation.



An indoor treasure hunt is fun for a small group and is excellent for a rainy evening. The treasure is hidden in plain sight, but so well blended with its background that it is difficult to see. It is not collected, but when each article is found the next clue is claimed from the clue holders.

A musical treasure hunt that took place one bright moonlight night was planned in this fashion: A counselor was stationed inconspicuously at each point. The groups started off in different directions with instructions to sing the right song in order to get the next clue. An Old-Fashioned Garden and Ole Faithful were easy, but some of the others took many songs. There was no limit to the number of trials, and the counselors helped once in a while if one group was far behind the others, for watermelons under the moon were the treasure in this case.

### Parties

In some camps, especially those for girls or for mixed older groups, a party is planned for one of the evenings. This is not a dress-up party as far as the campers themselves are concerned, but it is as pretty and as well-planned as an abundance of committees can make it. Favors made as a craft project, games planned and directed by the recreation leaders of the tribes, decorations, refreshments, special music—all the things that make a party worth repeating—are worked out thoroughly with the committees and used to the best possible advantage. Table games such as a home party might include were used in several camps. A lawn party, a gypsy party, and others of this type have been given. The day after the party, the committees explain how the plans were made and carried out so that anyone may repeat the affair for his friends if he wishes.

### Talent Night

Because stunts and stunt night have fallen justly into bad repute in many places, the term "talent night" is being used instead. The tribes are asked to discover all the talent of every kind that may be possessed by their members, to work up the best show they can with it, and to be prepared to fill a stated amount of time on talent night. A committee composed of the music and dramatics counselors or someone else appointed for the purpose, should see and pass upon every act. This is particularly true in a large camp. It is justified if for no other reason than the fact that the skits that appeal to the campers will be repeated all over the counties, and unfortunately the poorest are the ones that travel farthest.

If suggestions are needed for dramatic acts they can be found in *Handbook for Recreation Leaders* (6) and in certain publications of the Girl Scouts and Boy Scouts.

Shadow pictures, pantomimes, dramatized songs, charades, and brief skits have been found very satisfactory, since they can be worked up quickly and well. As this part of the program must not consume too much time for preparation, short, simple things are best. Skits and dramatic stunts are described on page 44.

Individual acts, duets, and quartettes fit into talent night, too. The boy who taps, accompanied on the harmonica by his friend, the girl who can give a reading, the trio that sings like a famous radio

team, and others with special skills are a part of this program. The master of ceremonies should be ready to call for group singing whenever there is a lag. He should remember to let the group stand to sing, since that offers relief for the restless.

## Ceremonials

Simple, well-prepared, and carefully thought out ceremonials fit into many parts of the camp program. They should serve some clear, easily understood purpose and should keep the spirit they are planned to create. Some ceremonials such as the Gift of Food (p. 70) are brief and solemn. Others such as Fire Lighting, may lend a touch of magic to the campfire and stir up the imagination of the campers. Candlelighting ceremonies may express the ideals of the organization and be inspirational. The setting, the parts taken by the campers, and the whole spirit of the occasion should be well prepared if such affairs are to mean anything to the group.

### Fire Lighting

4-H fires are often lighted as the fire maker recites the verse by John Oxenham that says:

Kneel always when you light a fire!  
Kneel reverently, and thankful be  
For God's unfailing charity,  
And on the ascending flame inspire  
A little prayer, that shall upbear  
The incense of your thankfulness  
For this sweet grace  
Of warmth and light!  
For here again is sacrifice  
For your delight (11).

(Quoted by permission of John Oxenham.)

In some States a fire-lighting song is used. Let the Lower Lights Be Burning, I Would Be True, and other hymns and folk songs have grown to be a traditional part of the council fire.

### Candlelighting

The candlelighting ceremony is one of the characteristic programs of 4-H Club work. Each State seems to have a favorite way of putting it on. Preliminary preparation is important in making this program a success. The speakers should be completely familiar with their parts. They should speak distinctly and with meaning.

Observation of many candlelighting programs and work with them make the following points seem especially important:

1. The ceremony should be brief and well-written, although what is said is not as important as what it suggests to the group.
2. Several opportunities should be afforded for general participation through singing or group responses. A small group of singers may produce music of a better quality than a large group spread out in a circle; but everyone who sings feels that he is taking part and making his contribution; therefore the whole group should join in familiar songs. The trained singers can be used to excellent advantage if they are placed around the circle to help in leading the singing.
3. All spoken parts should be rehearsed for diction and emphasis.
4. Everyone should be placed so he can see and hear. Misbehavior at such a ceremony usually is due to the discomfort of the people in the back lines.

One of the loveliest of the candlelighting ceremonies is that which takes place beside a lake upon which the lighted candles may be set afloat at the end of the ceremony. Birthday candles are fastened on paper ice-cream plates. The campers float them on the water. In one camp, after this has been done, the boys and girls climb a small hill from which they look down at their twinkling crafts, and softly sing taps. The group that plans such a candlelighting may need to be warned that there is danger of fire if there are piers, boats, or other inflammable objects about.

A good effect and a wholly safe one has been obtained in Michigan by using small flashlights. These are checked in immediately after the ceremony, and the last report was that none had been lost thus far.

A sample ceremony is given in the Appendix (p. 69).

### Opening and Closing Ceremonies

Some groups have developed ceremonials for opening and closing their camps. A girls' camp may crown the beech tree for which it is named with a girdle of bright-colored streamers. The girdle may be made in the afternoon. At sunset time the meaning of the colors and the camp are explained. While the campers sing, the council members march, in single file, up the hill to the tree and tie the girdle around the trunk as high up as the tallest can reach. There the girdle remains until the last day of camp, when the new president goes up alone and brings it down to burn on a ceremonial fire.

Montgomery County, Va., uses the three ceremonials that are given in the Appendix (pp. 70 and 71).

One camp that was visited made wishes to the camp of the following year. These were both humorous and serious. The camp scribe wrote them with a special indelible pencil on a large sheet of paper that was rolled up and placed in a big glass jar. The big chief was responsible for digging a hole in which to hide all of the jar except its top. None but the big chief knew the hiding place. One of the duties to be performed by every camper the first afternoon of camp each year was to find the jar so that the wishes might be read at the campfire. The finder's chief had the privilege of reading them.

In another camp a feature of the final campfire was the burning of wishes. They might be for yourself, for other campers, or for anyone anywhere. Sometimes they were in verse and many times they were unwritten.

### Camp Music

Singing is a camp feature that depends for its quality and its popularity on the personality of the music leader. If the music counselor starts poor songs they will be sung with gusto. If good music is offered it will be accepted and sung with just as much enjoyment. If the counselor is sensitive to the needs and interests of the campers, music that will mean much to them will fill an important place in camp.

### Choice of Songs

Singing runs all through the day. A bugle call or a simple tune rouses the camp. The flag goes up to music. Songs are sung in assembly and through the rest of the day. What kind of singing is



it—Pa's Old Mule, Old McDonald Had a Farm, Tell Me Why, and their numerous company, or the vigorous, beautiful songs that have come down through the years to us, a rich heritage?

There are a few 4-H songs that are used rather generally. To sing them frequently in assembly programs so that they will be well learned seems a good idea. Dreaming, A Ploughing Song, The Four Leaf Clover, Field Song, and Song of Health are most generally used. When the old songs that are sung by groups all around this country are not familiar to the campers, they should be taught. Old Black Joe, Old Folks at Home, Carry Me Back to Old Virginny, Home on the Range, are of this type. When the camp is organized on some particular theme, this theme is taken into consideration in selecting the songs; thus a camp with Scotch clans will use many Scotch songs, a conservation camp may sing songs that loggers use, and a gypsy camp may have gypsy songs. There are many appropriate songs about the outdoors that will find a place in any camp program.

Since our young people hear and sing many popular songs in the course of a year, some music counselors have helped them to listen intelligently and to select the best of the current popular songs, realizing that real progress is made by starting where the person is and going ahead with him one sure step at a time.

Original songs seem to flourish in camp. Each tribe wants its own song. The camp itself inspires music. Sometimes a good song is produced. Often mediocre ones have a great popularity. Help in the selection of tunes and in phrasing and emphasis will improve the songs. Sometimes music counselors find it advisable to point out that parodies that are fun in camp lose their meaning when carried away to club meetings or to groups that have not been to camp, and that these parodies, therefore, should be saved for camp use only.

An interesting point concerning the choice of songs was made recently by Miss Tobitt, who said:

Music, like the other arts, is not literal but suggestive. That is why we do not have to sing about ourselves—"We're the Girl Guides marching on the King's Highway," and so forth, or, still worse, extol moral qualities or desirable activities supposedly our prerogatives. Whatever we do or think throughout the day can be found reflected in song, especially if we use the all-important dash of imagination, but the mood is there rather than the letter. Soldiers are hardly likely, except perhaps in opera, to be heard singing "My country, 'tis of thee" in the canteen! They sang Tipperary during the war because it reflected a spirit or mood, not because they took the words literally. \* \* \* Music lightens mechanical effort: Dishwashing breaks records done in time to Tancuj, The Good Old Man, or Blow, Ye Winds, and you can cover the hiking miles lightly to the lilt of The Foot Traveler, Wi' a Hundred Pipers, or A-Roving (15).

(Quoted by permission of the publisher.)

Part singing is a real pleasure to some people, especially boys, who have never before heard their voices in harmony with others. Rounds are a good starting place for part singing, though descants and part songs are as easily learned. Inexpensive songbooks that include easy part songs are listed in the references.

Besides group singing, small singing and instrumental groups have a place in the camp program. Several camps have had great success with home-made instruments, especially shepherd's pipes and drums.

### Music Counselor

Some persons know too little about music to do it well. Sometimes though, the amateur will find that exploring music with a group is possible without much training if his interest is keen. There are many well-trained musicians who are willing to share their talent, and if no adequate leadership is available on the camp staff, such a person should be added. The experienced musician must be carefully selected if he is to fit into the camp program. Sometimes he is so technical that he is not interesting, or so enthusiastic that he cannot adapt himself to the rest of the program. Often he has worked with luncheon clubs or large community groups and judges his success by volume rather than quality. The person who is invited to act as music counselor on the staff should be selected for his ability to enjoy music and to share his enjoyment with young people. He needs a broad appreciation, a deep enthusiasm, and the ability to make that enthusiasm felt.

### Storytelling and Reading

Books of many kinds should be available at camp. There may be a camp library, or it may be that a counselor is responsible for lending books and perhaps sharing them through storytelling and reading.

Reference books are needed, of course. Books and pamphlets on birds, flowers, trees, stars, mosses, rocks, and any other subject that is likely to be brought up, should be easily accessible.

Many boys and girls are hungry for books to read to themselves. A small collection selected for their interest to the age group that is to be in camp often may be borrowed through the State or county library. The collection should include biography and poetry as well as fiction and nature books.

Certain hours at Camp Kechuwa are described as follows:

If I may expand this to include other times of idea forming and character building, I must mention a reading hour at our camp, which bears the formidable title, "High Brow." This is an old institution among us, to read aloud. At half-past four every afternoon, I met the campers first in any convenient spot, later in a little building designed for the purpose to read until the supper bell rang. Eventually, we had two such groups, one for the older and one for the younger girls, though a girl was invited to attend either one she chose. Now the time for the younger girls remains the same, but High Brow for the older girls comes at bedtime, when we read together around the fire for 30 or 40 minutes. The requirement for admission is that the camper is really ready for bed: She is in pajamas, her teeth have been brushed, and her bed is ready to jump into. This plan kills three birds; it hurries bedtime preparation, it gives the older girls a little longer day without disturbing the younger campers who have gone to bed, and it furnishes a rare opportunity for getting acquainted with your girls. This is a mellow, relaxed, friendly hour, and certainly the nicest time of the day to read or be read to.

Reading together is very like singing together in the feeling of comradeship it fosters. What do we read? Oh, various things. The campers often bring books to camp to read at High Brow, and we choose from them. I try to read occasionally something that will stimulate discussion. We often stop and talk about books or anything suggested by our reading. Sometimes, at the suggestion of a camper, we have an evening of just poetry. Sometimes we read adventure stories. I have barred detective stories, except Father Brown and The Man Who Was Thursday, because I know they will be read anyhow. We have certain old favorites like The Wind in the Willows that come forth nearly every season. By no means do we really try to be highbrow, as you will recognize when I tell you that all of the Pooh books I have read aloud; likewise that inimitable fairy

tale, Martin Pippin in the Apple Orchard, and The Bastable Children. On the other hand, there was a demand this past summer for John Brown's Body, and we read most of it (13).

(Quoted by permission of the publisher.)

Stories fit in many times during the day if a good storyteller with tales of all lengths and kinds is in camp. The campfire story hour is traditional in many camps. Occasionally one of the campers is encouraged to tell the story, though in most camps the story is told by one of the counselors who is experienced in this field.

Boys and girls under 15 enjoy adventure and hero tales, nature stories, myths, and real experiences. Older children like biographical sketches, true stories of adventure, accomplishment, and romance, humorous and inspirational tales. Since a well-told story will be enjoyed by all who can understand it, the wise storyteller will try to catch the interest of his youngest listener, knowing that he can hold the rest if he is skillful.

Stories should not be used as the sugar coating for lectures on morals and manners. If a message is in the tale, the listeners will find it and make it theirs. There is a place in the program for inspirational stories, but they should be well chosen. Many weak, sentimental bits of fancy are given as stories. Though they probably do no actual harm, they take time that might otherwise be filled with robust adventure, good fun, and sound sense.

A classified list of stories will be found in the Appendix (pp. 86-88).

### Adventures

Opportunity for variety and adventure is hidden away in every day. The clever camp director capitalizes on it. If not enough in the way of excitement occurs he may believe Rebecca McCann's wisdom in saying:

Things don't happen to people  
It's people who happen to things.

and set out to make people happen upon desirable things. They need not be difficult to arrange. Boys and girls find adventure in very simple things. A Girl Reserve camp group listed as the activities that they most desired for the following year an outdoor breakfast, an outdoor supper, a moonlight hike, a campfire sing, and a treasure hunt. All these were thought to hold romance and adventure. Listening to bog noises at night was mentioned by a Georgia boy as the most thrilling thing in his very satisfactory camp experience. Learning to recognize five birds by their calls opened a new world for exploration to a teen-age girl, and an introduction to the stars stretched the imagination of a farm homemaker. Discovering that she could swim at 60 encouraged another woman to try wood carving also. She "never thought she could," but when she found out that she had one unsuspected skill she was willing to search for others.

### Sleeping Out and Star Nights

One adventure that will always be remembered is sleeping under the stars. An overnight hike is not an undertaking for everyone in camp, or, under most conditions, for a mixed group. If five or six campers at a time have been seasoned so that they will truly enjoy the



experience, they should be taken out by a person who knows woodcraft well enough to stay away from camp overnight comfortably.

When such a trip cannot be safely undertaken, an evening under the stars may replace it. The camp should be divided into small groups for such a trip; or better, a special group may be selected to go each evening. They will watch the stars, listen to night sounds, and talk quietly "of many things." The counselor in charge should not only select the place to which to go but also should plan the things he wants to do, keeping his mind open for unexpected opportunities on which to capitalize.

#### Sunrise Breakfast

A sunrise breakfast cooked out of doors appeals to many campers as an adventure, especially if a selected group goes, creeping out quietly before dawn and going to some high place to watch the sunrise. The preparations for a quick fire can be made the night before. Such a trip creates a fine appetite. Sufficient rations should be taken.

#### Moonlight Hike

Moonlight hikes may be of several kinds. All the campers in a small camp may sing themselves over a mile or two of country road or woodland trail to a fire where they will roast marshmallows, tell a tale or two, and then sing their way home again. Such evenings are popular in mixed camps of older boys and girls. They require careful chaperonage, but are worth the necessary good planning.

A boys' camp group of 30 went through the rocky woods to a pirates' cave one evening, traveling by flashlight, having a stiff trip, a few shivers, and a very good time.

A gypsy patrin was followed one evening in a girls' camp. Piles of rocks and broken twigs gave the directions, and a gypsy fire presided over by two fortunetellers rewarded the hikers.

#### Imagination Whetting

In a camp of junior boys a discussion of how far one can see took place on a hilltop. This led on to supposing views from an airplane and guessing what might be seen in one country or another at the minute. The next day, after some research, a signpost was made that pointed in four directions. On one board was painted in red "Timbuctu—7,742 miles," on another in green "London—5,094 miles," on the third, "Singapore—7,229 miles," and on the last "Buenos Aires—7,214 miles." The boys liked it. They changed the signs and the directions in which they pointed and finally decided to make a secure post with the four most interesting signs for a piece of permanent equipment.

An exchange of ideas on "Inventions I wish someone would make" proves a fertile field for imagination stretching in a mixed camp of older boys and girls.

A poetry column in the camp log encourages some to give free reign to Pegasus. The exchange of favorite poems and other quotations around the fire or at sunset is popular, especially in girls' and women's camps. Such an hour means much more if a person who knows and loves good poetry guides the group and briefly tells interesting bits about the poets, the poems, and why some things are good.

## Camp Newspaper

Camp newspapers vary widely as to type and quality. They flourish best under skillful guidance. A trained counselor is valuable in this part of the program.

The daily newspaper may be mimeographed and distributed, typed and posted on the bulletin board, or read aloud and recorded in the camp log. It requires a capable corps of reporters. Usually an editor in chief and as many assistants as necessary are selected, and a reporter is chosen in each tribe.

The single-issue paper usually is read at dinner on the final day and put into the camp record. In some places where a reunion is staged during the winter this paper goes out with the invitation to the meeting.

When a single-edition paper is put out, the sections are often assigned hit-and-miss fashion to the tribes. The names of sections of the paper such as news, sports, fashion, society, cartoons are written on slips of paper and each chief draws one. His tribe is then responsible for that part, but anyone may contribute additional material. All items must be in by a certain time, and the editor in chief and his staff then get out the paper. Adult campers usually are more interested in this type of paper than youngsters.

Even though a newspaper has grown to be a tradition, it may not be worth the effort and time that go into it. Look over your paper and decide whether it is really good. If it is mediocre, ask yourself whether a paper is necessary and whether or not a daily is better than a weekly. If it still seems important, look for an efficient person to help to get it out, and determine to make it all you think it should be or give it up.

## Handicraft

With the tendency toward a gradual lengthening of camp periods, handicraft work will no doubt find an increasingly important place in camp programs. It has been a camp activity since the beginning, but because of the expense of materials and tools, the quality of the work undertaken has not always been of the best. Shoddy articles that violate all principles of form, line, and color have no place in any program. If inexpensive, good plans cannot be worked out and if the work cannot be coordinated with the camp purposes and objectives, crafts should be omitted.

Good work has been done at low cost, however. It requires planning for several years ahead sometimes so that the cost of equipment may be prorated over a large number of campers.

In some States quantity buying has helped to lower prices. In Wyoming, for instance, where the clothing specialist is in charge of camp crafts, several suggestions for camp are worked out and samples are made in time for the winter conference of the county home and farm agents. They select the ones they want for their next summer's camps, and the supplies are then ordered at wholesale. One year wooden salad bowls, forks, and spoons were offered to be painted or carved. Suggestions for developing designs were prepared and the orders for supplies placed through the State office.

In Kentucky, pottery bowls and the supplies for decorating them were bought in a large-enough quantity to supply all the camps. In

this case satisfactory arrangements were made with the manufacturer to send good seconds at very low cost. Addresses of firms through which such supplies may be bought are given in the Appendix.

In Michigan, the senior girls in camp made bedroom slippers out of braided percale material for craft work. Many of the girls made attractive slippers. When the club members were asked how many had bedroom slippers, not more than 20 percent raised their hands. Therefore, the slippers will be very useful to the girls. About 30 of the younger girls made hat brushes, and purses of yarn woven into "dixie" cloth.<sup>11</sup>

Handicraft work was one of the important phases of instruction. Such home-made games as Nine Men's Morris, Go-Moku, Helma, and Jacks were made by the members of the handicraft classes.<sup>12</sup>

Crafts that can be satisfactorily completed in 2 or 3 days require an abundance of preliminary planning. Projects that fit the camp budget require considerable searching. Hammered metal, whittling, especially chip carving, home-made games and other woodwork, and dyeing or stenciling are types of crafts that have been popular. The use of cornstalks for articles of all kinds, from the lowly cornstalk fiddle to finely woven hats, has been developed in some of the Southern States. Knotting, weaving, and knitting with wrapping cord, modeling in clay from nearby banks, the use of native vines and trees, and other crafts based on the things at hand have been enjoyed at camp and continued at home.

Buttons have been made of slices of walnut, of polished peach stones, pecans, filberts, and hard almonds, of shells, and of carved wood and other strange materials. A vise, a hacksaw, sandpaper, varnish, files, and wax are needed. The hardwood chips from a factory or from around a tree that has been chopped down make excellent buttons. They should be designed on paper, traced on the wood, whittled out, and then carved. Belt buckles, tie slides, clips, and other useful things can be made.

Useful leather articles can be made of scrap leather obtained inexpensively from furniture factories.

Potato prints done with india ink on brown, unglazed wrapping paper or with colored drawing ink on muslin or white paper made attractive notebook covers, camp cards, costume decorations, and other articles at one camp. A medium-sized potato was cut into three or four chunks. This made pieces about 2 inches high. Each piece was shaped to suit its user. Some were square, some octagonal, some crescent, some triangular, and one was like a dart of lightning. The printing end was then painted with ink and stamped on the paper or cloth. Sometimes the same motif was used over and over for the design, and sometimes two or more were combined. The fact that good design and good workmanship are important cannot be over-emphasized.

Making bird-nesting boxes; learning how to mount and preserve specimens for study and exhibit, how to tie flies and make artificial baits for fishing, and how to construct bird-feeding trays and suet racks; making friction sets for building a fire without matches; and constructing camp equipment are all excellent subjects for camp handicraft work.

Enough equipment so that one need not lose his enthusiasm while waiting his turn makes for success in crafts and laboratory experiments.

<sup>11</sup> MICHIGAN STATE CLUB LEADER. ANNUAL REPORT. 1935.

<sup>12</sup> See footnote 6, p. 28.



## Nature Study

Nature study fills an important place in camps, even when they are not based on it primarily. It serves to introduce rural children to the world in which they live. It has been a frequent observation of those who have studied the leisure-time interests of rural boys and girls that though they know almost nothing about the riches of the world of nature around them, they become genuinely interested in the out of doors once they have been introduced.

Stars, rocks, trees, flowers, weeds, fishes, birds, and beasts have caught the curiosity and interest of camp groups. A series of field studies on fur animals, including laboratory work on trap setting, the proper preparation of skins, and grading and marketing of pelts has proved successful in a boys' camp. Because of their secretive habits, mammals are much harder to study in the field than birds, but field work on animal tracks and habits is interesting to any boy and to many girls. The study of pests and their control that includes collecting specimens and studying their habits has been a fascinating course in many 4-H camps. (See Bibliography, p. 83.)

### Suggestions for Field Trips

If the wealth of outdoor information that is available at most camps is to be used to good advantage, the field trip is sure to be an important feature of the program. A field trip is not a long, wearisome hike. If well prepared, long trips afield are good, but under most 4-H camp conditions field explorations made on short walks are better. If a long hike is necessary, occasional periods of brisk walking or a minute or two of running will relieve the weariness of it. A wise practice is to break any field trip with stops for discussion or close observation which afford opportunity for rest and relaxation. As much work as possible should be accomplished while the group is rested and curious.

The time allowed for a field trip varies with the purpose of the trip. It should not be too short. Ordinarily 1½ to 2 hours is best, although a longer period may be desirable for some work. A shorter time is not advisable, since a group needs plenty of opportunity to follow through on the work that is started. Frequently, it cannot be completed at all after it has been interrupted. Long field trips should be carefully planned in order to hold the group's interest. Improvising to fill the time is usually unsatisfactory.

Whether the morning is better than the afternoon for field trips depends on local conditions. Usually the afternoon is preferred, except for bird study, because in many sections heavy dew or night showers make the woods and fields wet until late in the morning.

If the camp's subject matter is based entirely on field work, as it may be in a conservation camp, the major part of the morning can be spent out, an hour or an hour and a half being reserved for summarizing after return to camp. This affords opportunity for a rest period before lunch. The first part of the afternoon will then be available to complete the summarizing of the morning's observations and explorations, to get notes in order, and to take care of collected specimens.

An effective field trip is devoted to one purpose. This does not mean that the leader fails to call attention occasionally to interesting phenomena that may not seem to be related to the subject, but that such observations are brought into the picture as part of the main objective and also that they remain the occasional point. Going out for a general discovery of birds, trees, and plants is confusing and discouraging to most groups.

The group should not include more than 15 to 20 boys and girls, since a small group can be kept together. A larger group is inclined to straggle and spread out. The few who stay close to the leader learn while the others, who neither see nor hear, lose interest.

### Suggestions for Plant Study

The following paragraphs are adapted from Nature Project for 4-H Conservation Clubs and 4-H Club Camps—Weeds and Flowers.<sup>13</sup> Although this material is written chiefly about weeds, the principles set forth will apply to any plant studies.

**Collecting and mounting weeds and flowers.**—Collecting and mounting weeds and flowers is an interesting project for any 4-H Club or camp. It may also be of interest to some of the advanced garden-club members as an individual project in connection with their project. Many of our most common flowers are classed as weeds, and for this reason the collection of common weeds is being emphasized in this manual rather than the collecting and mounting of flowers, although instruction should be given in identifying the various flowers as well. Many of our most beautiful flowers are becoming rare and, therefore, unless a boy or girl is sure that the flowers he finds are common and are classed as weeds, he should not pick them.

The field trip is the most important part of any nature project in a conservation club or 4-H Club camp.

Before starting out, the group should be taught the parts of a plant and also how to collect, label, press, and care for specimens, so that when a collection is made and field notes are taken, the work will be done properly. It is better to speak of the damages done by weeds after the group knows something about them. Notes should be taken on points for identification, habitat, how the plant grows, and its values or dangers.

When the instructor sees a weed or flower he wants the group to know about, he will pick it, gather the group about him, and explain something about the specimen. He explains such points as the parts of the flower, where it is found, and how it grows. If the weed or flower happens to be a common one, the order is then given for each boy or girl to pick one specimen to be pressed and mounted. If it is rare, no other specimens should be picked. When members of the group get back to the nature room they should immediately get the specimens ready to put in the press.

Each instructor should take with him a pocket edition of a good flower guide. Every 4-H Club camp should have a copy of Manual of Weeds (?). This will make the identification of weeds much easier. There should be other books and bulletins on weeds and flowers in the camp library. A few standard books are listed in the Bibliography (pp. 83-85).

<sup>13</sup> DAVIS, WILLIAM H. NATURE PROJECT FOR 4-H CONSERVATION CLUBS AND 4-H CLUB CAMPS—WEEDS AND FLOWERS. 7 pp., illus. Mass. Agr. Col. Ext. 1936. [Mimeographed.]

**Weed and flower press.**—A good flower press may be made of thin wooden slats fastened together by small nails. When finished, it should be 18 inches long and 12 inches wide. There are two sections, made alike, held together by leather straps. This type of press is light and can be carried in the field while collecting. The weeds or flowers are pressed between heavy blotting paper cut the size of the press. Newspapers may be used instead of blotters. The simplest way to press weeds or flowers is to place them between newspapers and put a weighted board on top. Spread the plants out in the air for awhile every day or so to prevent molding, or provide two sets of newspapers or blotters. Change the plants to a set of dry blotters or papers, put the weight back on, and dry out the first set of paper or blotters ready for the next change. The leaves are apt to wrinkle and discolor if rapid drying occurs through exposure to the air.

To get the best results, specimens should be left in the press for at least 2 days, and a 3- to 4-day period is even better.

**Mounting specimens.**—About the third day, the specimens may be taken out of the press and mounted. One full period should be given to the mounting and labeling. There should be two or three books on hand to help in identification.

A heavy bond paper should be used for mounting. Use one sheet for each specimen. The specimens may be fastened in by the use of small strips of white gummed cloth. A pair of scissors or a sharp knife is needed in trimming up the specimens and cutting paper and tape.

After the plants are mounted they should be carefully labeled with their names, the place where collected, and the date. Covering the pages with sheets of cellophane protects them. A folder in which to keep the collection after the specimens have been mounted has been found convenient.

#### Suggestions for Bird Study

The following section is adapted from Nature Project 4-H Conservation Clubs and 4-H Club Camps—Bird Study.<sup>14</sup>

The study of birds is somewhat more difficult than some of the other nature projects, as field trips usually have to be made early in the morning for the best results, whereas with other nature projects field trips can be made at almost any time of day. To get an instructor who is well acquainted with birds, identifies them easily, and knows their different songs, also is more difficult. In addition to a study of songbirds, some information should be given on game birds, feeding stations, and the beneficial hawks and owls.

#### Equipment necessary for bird study:

1. The instructor should have a pocket edition of some good guide.
2. There should be several good books on birds at the camp as well as a set of bird pictures. These will make identification of the birds seen in camp much easier.
3. If possible, the instructor should have field glasses for the group to use. Campers should be asked to bring field glasses to camp if they have them, since one pair of glasses in a group is not satisfactory.
4. If possible, there should be an exhibit of bird houses and pictures of birds' nests and eggs. A very few birds' nests may be on exhibit although the campers

<sup>14</sup> DAVIS, WILLIAM H. NATURE PROJECT 4-H CONSERVATION CLUBS AND 4-H CLUB CAMPS—BIRD STUDY. 7 pp., illus. Mass. State Col. Ext., Amherst. 1936. [Mimeographed.]



should be warned not to collect nests, as some birds return to them. Egg collecting should be warned against also.

5. Each club member taking the study of birds as his nature project should be supplied with a notebook and pencil for making records and notes.

6. If possible have some samples of feeding stations to show club members.

7. Exhibit some samples of berries, seeds, and other foods eaten by birds.

**Field trip or bird walk.**—The instructor should have previously traveled the territory where the bird trip is to be made before he takes the group out. Between 5 and 6 a. m. is probably the best time to take a bird walk, as birds are very active and more likely to show themselves at this time.

Several methods can be used to overcome objections to early morning trips. (1) Make them entirely voluntary. This eliminates any unwilling hikers and does not work a hardship on weaker campers. The chances are that the whole camp will be on hand. (2) Use paths, roads, trails, lake shores, and other routes free of excessive dew.

(3) Arrange to have a good fire burning and drying racks set up so that the returning hikers can "dry out" as quickly as possible.

(4) Urge the campers to bring one set of old shoes and stockings for just such occasions so that they can change to dry outfits as soon as they return.

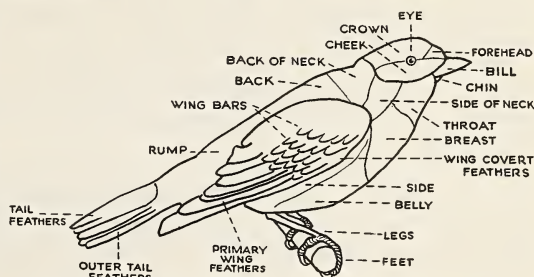


FIGURE 11.—Diagram for bird identification.

Before taking students on a bird trip, study the contour features of a rooster in a cage. This method enables the instructor to explain important points to look for, and how to describe and name bird areas such as primaries, coverts, back, side, chin, crown, and forehead, and lays the foundation of all bird study (fig. 11).

The best way to study songbirds is to find a suitable place, sit down where you are hidden, remain quiet, and take notes on each visitor. Birds of the field can be studied while the group is walking. Roads through the woods are a good place to see them.

The instructor may point out the birds and then gather the group about him and explain something about them, their descriptions, habits, songs, etc., while the club members take notes on the ones they have seen. During the camping period club members should be encouraged to write descriptions of all the birds they see and do not know so that they can be helped to identify them. The instructor might bring along a pocket guide on birds so that they may be identified by their pictures. The bird walk should not take over an hour. A trip to some nearby bird sanctuary should be arranged if possible.

Some of the important things to notice about each bird on a field trip are:

1. Size.—Compare with duck, robin, English sparrow.
2. Principal colors.—Back, breast, sides, tail, crown, chin, around eyes, wings.
3. Form.—Short, slender, fat, rangy.
4. Legs.—Long, short, color of feathers, arrangement of toes.
5. Bill.—Length, thickness, color, notches.

6. Behavior.—Wild or tame, in open or hidden, noisy, quiet.
7. Habitat.—Tree, ground, water, thicket, field, perched, nesting, flying.
8. Song.
9. Nesting and mating birds.
10. Young.

**Laboratory work.**—Each camp should have a set of the Audubon bird cards published by the National Association of Audubon Societies, New York City. These cards give a very good picture and description of each of the most common birds. Excellent instruction in bird study can be given through their use. If the picture of the bird is held up before the class and a complete description is given, the campers learn to recognize the bird when it is seen.

Not more than six or seven birds should be studied at any one time. At the next session an identification contest can be held on the birds seen on the field trip and studied at the previous meeting. The name of the bird, season of the year it is found, and when it nests should be given in such a contest. This method of introduction is a great help in identifying the birds on field trips.

The habits of the bird, its food, migration, the colors of male and female, its admirable qualities, and its undesirable traits should be studied. Students should be encouraged to tell of their experiences with birds.

Bird calls should be practiced, for there are always some campers who can, with a little work, imitate songs, alarm and mating calls, young bird's call, young bird's song, etc. The development of this talent adds a great deal to the interest and knowledge of the whole group.

### Insect Study

Insects are a fascinating phase of nature study. They abound everywhere in nature. They seem to be able to live under a wider range of conditions than does any other form of animal life. Their habitats range from the most isolated areas to our largest cities, from ponds and streams to the driest deserts, and from the Torrid to the Frigid Zones. There are probably more different kinds of insects than of all other forms of animal life put together. Collections contain about 700,000 different species. Of these, many are pests, and many are our friends, but by far the greatest part of this number are of no importance to man, at least at the present time. There is still much to be discovered about them.

A number of States have conducted insect work at club camps. It has been carried on in connection with a general nature-study program, and also as a separate project. In the general programs, insects are discussed along with the birds, flowers, and trees, and no particular attempt is made to prepare collections. Much more can be done, of course, when insect work is carried on as a separate project. The following outline,<sup>15</sup> gives a few suggestions on conducting an insect project in camp:

Suggestions for camp director.

1. Fifteen to twenty members make the most satisfactory number to handle in any one group.
2. Late morning or afternoon when vegetation is dry is the best time for field trips.

<sup>15</sup> Prepared by M. P. Jones, extension entomologist, U. S. Department of Agriculture.

Suggestions for entomology leader.

#### FIRST ASSEMBLY

1. Distribute outline on insect-collection project.
2. Discuss nature of work.
3. Show sample collection and notes.
4. Mention method of procedure.
5. Show cyanide bottle and warn the campers about it.
6. Make a short trip on which you—

Make a few sweepings on lawn or pasture and call attention to insects where the campers would not expect to find them.

Mention interesting facts about the abundance of insects—more than half the entire animal kingdom both in weight and number of species is insect life.

Show how to stupefy insects by placing the tip of the net in the killing jar.

7. Return to the laboratory one-half hour before the close of the class period.
8. Show how to place cardboard in cigar boxes.
9. Show how to pin each order of insects according to directions in Farmers' Bulletin No. 1601 (9).
10. Distribute vials and 5-percent formaldehyde solution to those who wish to preserve immature and small insects.

#### SECOND ASSEMBLY

1. Go on a field trip, preferably to a truck garden or orchard.
2. Get as many life stages of a few insects as possible.
3. Assemble for discussion in the field and point out—
  - a. Insects frequenting different crops.
  - b. Difference between beetle and butterfly larva.
  - c. Reproduction of aphids.
  - d. Peculiar egg-laying habits as shown by lacewing flies.
  - e. How insects are beneficial.
  - f. Different feeding habits (mouth parts).
  - g. How life history and feeding habits affect control.
4. Collect insects and reassemble campers to discuss these insects several times in the field.
5. Return to the laboratory in time to pin up some insects.

#### THIRD ASSEMBLY

1. Distribute identification guides (filled-out record sheet and picture).
2. Start some members to identifying and filling out blanks while others are pinning specimens.
3. Demonstrate how—
  - a. To number insect and record sheet.
  - b. To line a box with white paper.
  - c. To arrange insects in boxes.
4. Supply a few extra boxes for all surplus insects so that other members of the group may enlarge their collections.
5. If any insect is common to all collections and has not been included in the picture-identification card series, fill out a blank for it. Pin the record sheet and mounted specimen of an insect on the wall.

If desired, collections and record sheets may be exhibited at the completion of the course.

Equipment suggested for insect project at 4-H Club camps:

1. One collection and set of notes as model.
2. Teaching outlines, one set of record sheets properly filled in. Each sheet carries a picture of the insect for identification.
3. Record sheets, 25 for each club member (not filled in).
4. Cigar boxes, two for each club member, usually brought to camp by the members themselves. Boxes measuring about 2 by 6 by 8 inches are preferred.
5. Corrugated paper or enough fiberboard to cover the bottom of each cigar box.
6. Killing jars, cyanide bottles—one for each four or five members.
7. Insect pins, 25 for each club member (No. 3 size steel pins preferred).



8. Labels,  $\frac{1}{4}$ - by  $\frac{1}{2}$ -inch plain white cards, 25 for each club member, to be numbered at camp and placed on pins with insects.

9. Books and bulletins on the collection and preservation of insects, for reference such as Farmers' Bulletin No. 1601 (9). If possible, borrow from the library reference books on entomology such as those listed in the Bibliography (p. 84).

10. Scissors. One pair for each five club members.

11. Collecting net, one for each four or five members.

12. Spreading boards, one for each five club members (for mounting butterflies and moths).

13. Common pins, a few hundred (for spreading butterflies).

14. Thumbtacks, a few dozen.

15. Table space for laboratory work. If possible 6 square feet per club member.

16. White paper; many members will want to line their collection boxes.

17. Library paste, 1 pint. To be used in lining collection boxes.

18. Vials with corks (1 dram short homeo), four for each club member. To preserve immature and small insects.

19. Formaldehyde, 1 pint (5-percent solution). To be used as a preservative in the small vials.

20. Moth balls or paradichlorobenzene, should be provided for placing in each collection to prevent insect pests that destroy collections.

For further information on purchasing insect pins or making collecting nets, killing jars, and spreading boards, consult the entomologist in your State.

A Department of Agriculture film-strip series <sup>16</sup> is based on insect study at 4-H camps.

#### Conservation-Camp Program

The following program from Ohio is typical as far as subject matter and the use of local specialists are concerned. The plan of not assigning a definite time for each subject seems wise since it allows for flexibility. Since the program was mailed to each prospective camper, it probably should give a more detailed schedule of the recreation, the evening programs, and the activity periods so that he could get a clearer idea of what to expect. He should be told also how to select his courses and what equipment to provide for the various activities. Somewhere the name of the camp director should be given and also instructions as to where to turn for further details.

#### THE OHIO 4-H CONSERVATION CAMP, AUGUST 16-19, 1936

##### SUNDAY, AUGUST 16

1-5:30 p. m.:

Arrival and registration.

Supper.

General assembly.—Arthur Harper, field naturalist, Columbus, Ohio.

##### MONDAY, AUGUST 17

7 a. m.: Breakfast.

General assembly.

Bird and animal life protection and management.—Lawrence Hicks director, Biological Research, Columbus, Ohio, in charge.

Break into smaller groups for work in the field with Charles Walker, Charles Dambach, and Eugene Good, of the Soil Conservation Service, E. L. Dakan, poultry husbandry, Roscoe Franks, secretary of Save Outdoor Ohio.

12 m.: Dinner.

Recreation and participation in special-interest activities as use of firearms and shooting, making leaf prints, collecting and mounting plants and insects, archery, Ohio glaciers, identification of plants and animals, fly and bait casting.

4 p. m.: Swim.

6 p. m.: Supper.

Special evening program.

<sup>16</sup> 4-H CLUB WORK IN ENTOMOLOGY. Film-strip series No. 357. Available for purchase or loan from the Extension Service, U. S. Department of Agriculture.

## TUESDAY, AUGUST 18

Same schedule as for Monday.

Topic: Soil, water, and plants.—D. R. Dodd, soil specialist, and F. W. Dean, forestry specialist, in charge.

## WEDNESDAY, AUGUST 19

Human conservation.—Lawrence Snyder, biology department, Ohio State University.

Keeping fit.—Mary Ann Graber, M. D.

Rural sanitation.—Virgil Overholt, agricultural engineering specialist.

Dinner.

## AFTERNOON PROGRAM

The afternoon program provides a variety of activities from which the campers may choose. These activities with the names of the instructors are:

Archery.—A. L. Pierstorff, specialist in plant pathology.

Firearms and shooting.—R. D. Barden, agricultural-engineering specialist.

Games and folk dances.—William Smith, rural sociologist.

Leaf prints, etc.—H. E. Eswine, nature specialist.

Fly and bait casting.—

Glaciers and drainage system in Ohio.—G. W. Conrey, agronomy.

Geology of camp area.—Elizabeth Burrage, agronomy.

Plant and animal identification.—F. W. Dean, Charles Dambach, Soil Conservation Service, and H. E. Eswine.

## ANNOUNCEMENTS

Date: August 16–19, 1936. Camp opens with supper, August 16, and closes with dinner, August 19.

Place: Camp Ohio, 8 miles east of Utica, on Rocky Fork Creek, Eden Township, Licking County.

Cost: \$1 for the 3 days.<sup>17</sup>

What to bring:

Notebook and pencil.

At least four heavy blankets or their equivalent.

Sheet and pillow.

Comfortable clothes.

Towels and toilet articles.

Flashlight.

Camera.

Bathing suit.

Comfortable shoes, as there will be field trips.

## Museum

When a permanent camp is used, facilities for a permanent nature museum may be built, and a collection may be started that will grow in meaning and value as the camp progresses. In a temporary camp a table or shelf devoted to the collection will suffice.

The museum often comes spontaneously into existence. Someone finds a piece of eggshell of an interesting color; someone else a feather. A desire to find out more and to save these new treasures for comparison makes a collection a necessity. This is not inconsistent with good conservation. Even though botanists and others may have agreed to the sentiment expressed in Edna St. Vincent Millay's lines:

I will touch a hundred flowers  
And not pick one!

yet they do want to study flowers at their leisure. What is more reasonable than a collection of specimens? And how keen the disapproval can be of that individual who knew so little of what was there that he brought in duplicates!

<sup>17</sup> The remainder of the regular camp fee was provided by the president of a Minneapolis, Minn., cartridge corporation.

The camp museum offers excellent encouragement to intelligent nature study. It educates a group of young people who will think twice before rooting up growing things and who will learn how to be thoughtful hosts to the wild guests at their doors.

### Nature Trail

Building a nature trail at camp is a fascinating and useful undertaking. The trail should go through interesting country, along a stream or beside a bog, through the woods, or in a tangle back from the beach. The first part of the trail may be marked. Small labels that blend with the countryside should be fastened at points of interest, naming plants, trees, the holes of animals, the webs and cocoons of insects, and similar things. Along one trail pieces of pipe 6 inches long were mounted on posts to direct the line of vision. The person peeping through would discover a bird's nest, a cave, or some other interesting object some distance away.

The second part of the trail may carry question labels asking "What kind of tree is this?" "There are four homes of wildlife within 50 feet. Can you see them?" "Who made these holes?"

The rest of the trail may be left for unguided exploration.

### Follow-Up on Nature Study

The suggestion has been made that the campers keep notebooks and collect specimens. Such collections of facts and specimens give nature study a carry-over value. The individual camper not only finds the things that interest him but also discovers an activity in connection with this interest that will give him satisfaction. He probably will want to increase his collection of specimens. If so, he should know where to find the information that will help him to collect things that will mean something to him. He may be interested in one particular form of wildlife and will want to study it in all its phases. Here again, books, the use of a camera, ways to get in touch with others of similar interest, and the possibilities for going further into the field may need to be pointed out.

Occasional bulletins or check-ups by the county or conservation agent will do a great deal to keep alive the enthusiasm kindled in camp.



## Literature Cited

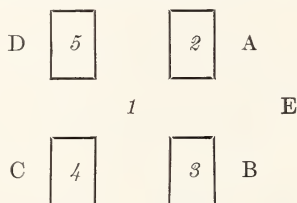
- (1) BOY SCOUTS OF AMERICA.  
1936. HANDBOOK FOR BOYS. Rev. ed., 634 pp., illus. New York, Boy Scouts of America.
- (2) CARPENTER, ROWENA SCHMIDT.  
1933. MILK FOR THE FAMILY. U. S. Dept. Agr. Farmers' Bull. 1705, 29 pp.
- (3) ————  
1936. DIETS TO FIT THE FAMILY INCOME. U. S. Dept. Agr. Farmers' Bull. 1757, 38 pp., illus.
- (4) ———— HANN, HELEN NEBEKER; AND YEATMAN, FANNY WALKER.  
1936. MENUS AND RECIPES FOR LUNCHEAS AT SCHOOL. U. S. Dept. Agr. Misc. Pub. 246, 25 pp.
- (5) DISRAELI, ROBERT.  
1933. SEEING THE UNSEEN. 142 pp., illus. New York, John Day Co.
- (6) GARDNER, ELLA.  
1936. HANDBOOK FOR RECREATION LEADERS. U. S. Children's Bur. Pub. 231, 121 pp., illus.
- (7) GEORGIA, ADA E.  
[1931?] MANUAL OF WEEDS. 593 pp., illus. New York, The Macmillan Co.
- (8) GIRL SCOUTS, INC.  
1934. GIRL SCOUT CAMPS; ADMINISTRATION, MINIMUM STANDARDS, WATER-FRONT SAFETY. 267 pp. New York, Girl Scouts, Inc.
- (9) MANSUY, MARGARET C.  
1929. COLLECTION AND PRESERVATION OF INSECTS FOR USE IN THE STUDY OF AGRICULTURE. U. S. Dept. Agr. Farmers' Bull. 1601, 20 pp., illus.
- (10) MERRILL, WALTER E.  
1931. CAMP SANITATION. Common wealth 18: 99-105. Mass. Dept. Pub. Health.
- (11) OXENHAM, JOHN.  
1921. THE SACRAMENT OF FIRE. In Richards, Gertrude E., comp. Star-points. Boston, Houghton Mifflin Co.
- (12) PEARL, N. H., AND BROWN, H. E.  
1919. HEALTH BY STUNTS. 216 pp., illus. New York, The Macmillan Co.
- (13) ROSS, HELEN.  
1930. CAMP FIRES, CEREMONIALS, SUNDAY OBSERVANCE. Camping Mag. 1(2): 8, 14-15. Ann Arbor, Mich.
- (14) THOMPSON, ERNEST SETON.  
1923. WOODCRAFT MANUAL FOR BOYS. 441 pp., illus. New York, Doubleday, Page & Co.
- (15) TOBITT, JANET E.  
1936. SING TOGETHER. Girl Scout Leader 13: 82-83. New York.
- (16) WEIR, L. H., ED.  
1924. CAMPING OUT; A MANUAL ON ORGANIZED CAMPING [by] THE PLAYGROUND AND RECREATION ASSOCIATION OF AMERICA, NEW YORK. 636 pp., illus. New York, The Macmillan Co.

# Appendix

## A Campfire-Lighting Ceremony

By I. T. BODE <sup>18</sup>

Man has made the camp or council fire the center of group gatherings throughout the ages. The impressions gained by club boys and girls around their campfire will enrich the program of every 4-H Club. Starting the fire with a simple ceremony increases its significance, and if the group learns to build the kind of council fire that is described here, the satisfaction will be even greater.



1 is the large central fire.

2, 3, 4, and 5 are small fires that burn not over 5 minutes.

A, B, C, and D, are four 4-H Club members, the officers of the club, or four who have earned the honor of lighting the fire. Each of them is provided with several matches and a small candle.

E is an adult leader, the camp director, president, or other member.

The fires are laid in advance, care being used to insure ready lighting. After the entire group has gathered in the council ring for the evening program, the four members and leader take their stations as shown in the diagram.

A (*lights his fire with a match*). In the 4-H emblem, I represent HEAD. If I be alone, I may think and guide. But, without HEART to temper my commands and without HANDS to translate them into service, my thinking is of little purpose.

B (*lights his fire*). I am HEART. Ruling alone, my dictations become meaningless and my sentiments weak. But, with HEAD to guide me and with HANDS and HEALTH to strengthen me, I find courage to temper man's acts with kindness and loyal service.

C (*lights his fire*). I am HANDS. If I work alone, I can never know what work I shall do, or whether it is good or evil. But, with HEAD to guide me and HEART to temper my acts, with HEALTH to strengthen my purposes, I may work and accomplish useful service.

D (*lights his fire*). I am HEALTH. The brute has health, and, alone I am little more. But, with HEART to teach me sympathy, HANDS to exemplify my strength, and HEAD to teach me right from wrong, I can help mankind to experience joy in clean living.

The 4-H's light their candles from their fires, go together to light the large fire, and return to their former places.

E (*after the others have resumed their places*). And so, each fire alone burns but feebly and for a little while. But as we unite our separate fires of endeavor and kindle the lasting fire of enthusiasm and service in 4-H Club work, we receive the power and courage to meet together the tests of citizenship and leadership without flinching.

(*When E has finished, all take their places with the rest of the group and the evening's program proceeds. The entire ceremony requires only 3 to 5 minutes.*)

The logs marked "a" form the backbone of the council fire (fig. 12). The bottom ones are 4 to 5 inches thick and 2 to 4 feet long. As the fire is built up, sticks that are smaller in diameter and shorter are chosen so that the finished fire

<sup>18</sup> See Acknowledgment, second cover, p. II.

is tepee-shaped. The length of the bottom logs largely determines the size and height of the fire. A fire started with 2-foot logs and built up to 2 feet in height will last from 1 to 2 hours. These logs should be of sound hardwood such as oak, ash, or hickory. If the use of quick-burning woods such as cottonwood or willow is necessary, they should be partly green or slightly damp so that they will not burn too rapidly. To have the projecting ends shorter than the distance from the point where the logs rest on each other to their middle is important, because the middle burns first, and if the ends are short the logs will topple into the fire. Thus the fire feeds itself.

A few lighter sticks (marked "b") are scattered sparsely throughout the fire. These catch the first embers as they fall and keep the fire alive until the outside logs start burning. If too much lightwood is used, the fire will become very hot and burn out rapidly.

A layer of light sticks (c) 1½ to 2 inches in diameter, laid side by side, forms a platform about 8 inches square on which a small fire (d) is laid ready to light. It is important that this be made with dry shavings and be built up carefully from very light to heavier material in order that it may burn rapidly and produce enough embers to filter down and ignite the larger material below.

The fire is lighted at the base of the small fire (e). This point should be easily accessible, on the windward side, of material that will catch quickly, and carefully interwoven with the other material so that the first flame will burn into the center of the pile. The advantages of this council fire are that it is easy to light, burns brightly, gives off good light, and also burns steadily and lasts a long time without giving excessive heat spasmodically.

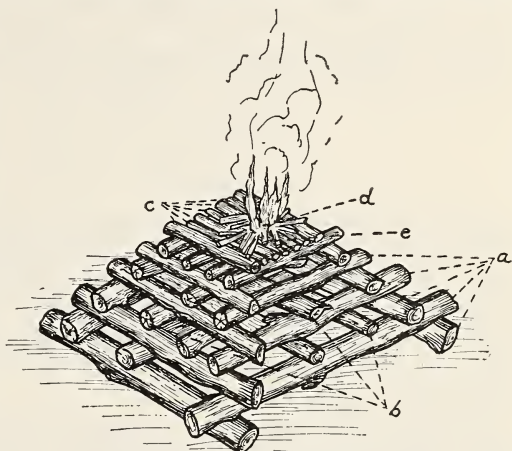


FIGURE 12.—Council fire.

## Candlelighting Ceremony

LEADER. If we were asked to express what 4-H Club work means to us, each of us would tell a different story, and many of us would find great difficulty in putting into words all that needs saying. This is often true of the things that mean a great deal to us. When words seem inadequate we symbolize as beautifully as we can what we want to express. We are about to present such a symbolic description of the meaning of club work.

4-H Club work, sponsored by the United States Department of Agriculture and the State agricultural colleges, aims to serve the rural boy and girl. Just as this fire, burning before us, requires our contribution of wood if it is to be of use to us, so club work requires the enthusiastic cooperation of every member if it is to be of the greatest worth to us all. Let every club represented in our circle bring its contribution to the advancement of 4-H ideals.

(A representative from each club, or county, quietly places a small fagot on fire.)

LEADER. From this fire that is kept alive by all of us, I light the candle of  
----- (Name of camp or county)  
(Pause.) Let us hear the meaning of the 4-H's. Come HEAD!

HEAD (stands beside leader). I pledge my head to clearer thinking! (Lights candle from leader's.) I would act with good judgment, speak with knowledge, and study in order to grow in wisdom. (Goes to appointed place in circle.)

LEADER. The second H, HEART!

HEART. I pledge my heart to greater loyalty. (Lights candle.) I would enrich my life with understanding, faith, and confidence in mankind, realizing that what I seek in others, I may develop in myself. (Goes to place.)

LEADER. The third H, HANDS!



HANDS. I pledge my hands to larger service. (*Lights candle.*) May I find needed work which not only will serve mankind but in which I may develop to the utmost my own usefulness and power. (*Goes to place.*)

LEADER. The fourth H, HEALTH!

HEALTH. I pledge my health to better living. (*Lights candle.*) That I may find joy in work and play, that I may live fully and well, I would guard as a valued possession my strong body, my good health. (*Goes to place.*)

LEADER. While we sing Follow the Gleam, let each of us light anew the 4-H flame. (*During the song the 4-H's light nearby candles and the light is passed on.*)

LEADER (*when all are lighted, raises candle overhead*). Join me in the 4-H pledge.

UNISON. I pledge my head to clearer thinking, my heart to greater loyalty, my hands to larger service, and my health to better living for my club, my community, and my country.

LEADER. With this pledge on our lips and the flame of club work in our hearts, let us blow out our candles and sing Taps (p. 48).

## Ceremonial of the Gift of Food

FROM MONTGOMERY COUNTY, VA., 4-H CAMP

*(To be used the first evening of camp each year as a call to the first meal; all campers standing outdoors in a circle. The big chief and the Algonquin and Pawnee chiefs stand side by side in the circle nearest the dining hall.)*

BIG CHIEF. O, braves of the Algonquins and Pawnees, again the fireball has moved to the north, and we are come once more to the healing spring for food and rest and a council of tribes.

The Great Spirit's gift of wholesome food has been brought to us by the Algonquins, who have treasured it through the long, cold days. I now present it for your comfort.

Let us give thanks.

*(The Algonquin chief brings two ears of corn to the big chief, who holds them high. All bow heads and sing either the Omaha Tribal Prayer (14) or the camp grace, then quietly follow the chiefs into the dining room.)*

## Ceremonial of the Gift of Fagot

TO BE USED AT THE FIRST CAMPFIRE EACH YEAR

BIG CHIEF. Once again we are assembled in council. Dear to our hearts is the council fire. It has given us warmth and protection from the wild beasts. It has helped to make our food palatable and nourishing. It has been the center around which we have sung, and laughed, and planned. I hold high a fagot, the gift of the Pawnees. It has been treasured for many moons that there might be dry fuel to kindle our fire. The fire lighter will come forward, receive the fagot, and light the council fire of 19—.

*(The fire lighter comes forward, receives the fagot from the big chief, and lights the campfire.)*

BIG CHIEF. While the flame rises and the fire sheds its warmth on all our braves, the chief of the ----- will explain the meaning of the council ring.

CHIEF OF THE ----- Why do we sit in a circle around the fire? That is an old story and a new one. In the beginning, before men had fire, they were forced to sit up in the trees and shiver all night as they looked down at the shining eyes in the bushes below—the eyes of fierce creatures ready to destroy them.

But fire, when it was found, enabled man to sit on the ground all night, for the brute beasts feared it and stayed afar. All good things that we think of when we say "home" belong to the place around the fire. And when man began to think of such matters, he accepted the fire as the Great Mystery. Still later, as he realized that the sun was the Great Mystery by day, he reasoned that there could not be two great mysteries, therefore, the invisible cause behind these two must be the one of great mystery; and in this was the first thought of true religion.

All these things are deep in our nature, built in through the ages as we sat about the fire of wood that was our nightly guardian in the forest. And all these ancient thoughts and memories are played on, whether we realize it or not, when we gather in a circle about the council fire.

Then too, a circle is the best way of seating a group. Each member has his place and is so seated as to see everything and to be seen by everybody. As a

result, each feels himself to be a very real part of the proceedings as he could not feel it if there were corners in which to hide. The circle is dignified, and it is democratic. It was with this idea that King Arthur abolished the old-fashioned long table with two levels, one above the salt for the nobles and one below for the common folk, and founded the Round Table. At his table all who were worthy to come were on the same level, were brothers, equal in dignity and responsibility; and each in honor bound to do his share. The result was a kindlier spirit, a sense of belonging together.

These are the thoughts in our council ring. These are some of the reasons why our council is always in a circle and if possible around the fire. The memory of those long-gone days is brought back again with their simple, reverent spirit, their sense of brotherhood, when we sit as our people used to sit about the fire and smell the wood smoke of council.

**BIG CHIEF.** Will the braves now give the rules of the council fire? (*One at a time, members of the council rise, address the chief, and give a rule of the council fire as they are given in the Woodcraft Manual (14).*)

**BIG CHIEF.** Are there other rules? (*Pause.*) We are now ready -----  
(*Go on with program.*)

## Ceremonial of Tribal Gifts

USED AS THE LAST FEATURE OF THE LAST CAMPFIRE PROGRAM EACH YEAR  
MONTGOMERY COUNTY, VA.

**BIG CHIEF.** Before the braves leave the council fire and scatter to the north and to the south, the lesser chiefs will bring their tribal offerings.

**ALGONQUIN CHIEF.** O Chief, our people are lovers of the earth and have studied the ways of the sun, the rain, and the soil. The Great Spirit has given to us his gift of maize, and under our care it sends forth its green shoots and the ears of golden grain. The Algonquin Tribe brings to you our offering of maize, that your children be not hungry.

**PAWNEE CHIEF.** O Chief, through the gift of the Great Spirit to the Pawnee Tribe we have fought back the cold and made food savory for our people. After many moons, when the fireball has traveled south and returned again to the north, you will once more call your children into council. That there may be fire to warm them and to broil their venison, the Pawnee Tribe brings to you this gift of a fagot to kindle your council fire.

**BIG CHIEF.** My children these gifts will be treasured, and when you come again to the healing springs there will be food and warmth. I now close the 19—  
council of the braves.

## Report Blanks

Camp information bulletin and parent's consent form for an overnight, weekend, or troop camp.<sup>19</sup>

DEAR PARENT:

The ----- 4-H Club is planning to go on an overnight (or —day) camping trip. Detailed information concerning the trip is given below.

Signature of leader -----  
Address ----- Telephone No. -----

### CAMP INFORMATION BULLETIN

Name of camp -----  
Address of camp -----  
Club leaves: -----  
Date ----- Place -----  
Time ----- Vehicle -----  
Club returns: -----  
Date ----- Place -----  
Time ----- Vehicle -----  
Cost of trip: -----  
Transportation ----- Food -----  
Miscellaneous ----- Total -----  
Personal equipment required.  
(List equipment here.)

<sup>19</sup> Adapted from Girl Scout Camps—Administration, Minimum Standards and Waterfront Safety. New York. 1934. Used by permission of Girl Scouts, Inc.

### PARENT'S CONSENT FORM

My daughter -----  
(Name) (Address)

has my permission to attend the 4-H overnight (or — day) camp located at \_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_.

(Address) (Date) (Date)

She is in good physical condition. She has not been exposed to any contagious disease within the past 3 weeks. (Please add statement of any condition of health that the leader will need to watch while on the trip.)-----

Notify in case of emergency \_\_\_\_\_ (Name)

----- (Address) ----- (Telephone No.) -----

Signature of parent or guardian \_\_\_\_\_

Address \_\_\_\_\_

### HEALTH HISTORY

Name of {camper  
leader} \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_

State \_\_\_\_\_ Telephone No. \_\_\_\_\_

Is your daughter } subject to: Frequent colds -----; sinus infections -----;  
Are you } tonsillitis -----; indigestion -----; fainting spells -----; hysteria -----;  
epileptic seizures? -----

Does your daughter } have any physical disorder that would prevent {her }  
Do you } {you }

taking part in the swimming program? \_\_\_\_\_

If so, describe \_\_\_\_\_

Signature of {parent or guardian}  
leader {-----}

Address \_\_\_\_\_ Date \_\_\_\_\_

HEALTH CERTIFICATE <sup>20</sup>

[Physical examination by a doctor of medicine]

State condition of \_\_\_\_\_'s:

Heart -----

Lungs \_\_\_\_\_

Skin \_\_\_\_\_

Throat -----

Eyes -----

Ears -----

Sinuses -----

<sup>20</sup> The health certificate and health history are required if swimming is a part of the program.



Do you recommend that she be allowed to participate in a camping and swimming program? .....

Signature of doctor of medicine .....

Address ..... Date .....

#### INDIANA 4-H CLUB CAMP REPORT 1937

[Please give all information requested]

Listing the information requested below on a separate sheet will enable you to make a more complete report.

1. Enrollment by counties: Boys, .....; girls, .....; leaders, .....  
(Please give above information for each county.)
2. Total enrollment .....
3. Camp date .....
4. Camp location .....
5. Camp director ..... Camp manager .....
6. Financial report:
  - a. Balance after 1936 camp .....
  - b. Total receipts for 1937 .....
  - c. Total expenditures for 1937 .....
  - d. 1937 balance .....
  - e. Cash fee besides food list .....
7. Rental charges:
  - a. Camp site .....
  - b. Tents .....
8. Cooks:
  - a. Number .....
  - b. Cost .....
9. Names of instructors:
  - a. Local .....
  - b. State .....
10. Instruction:
  - a. Subjects taught .....
  - b. Length of period .....
11. Did you have a camp paper? ..... (Enclose copy.)
12. Did you use point system? .....
13. Daily camp program ..... (Send copy.)
14. List names of campers outstanding in entertainment ability who might be used for State or National programs: .....
15. List briefly any unusual features of your camp program that were especially well received by the club members: .....
16. How can the State club department be of more service to you in conducting your camp? .....

#### INDIANA 1938 REPORT

Please list names of officers elected for the 1938 camp. It is important that the organization for 1938 be perfected before the 1937 camp is concluded.

Camp director .....

Camp manager .....

Chairman of program committee .....

Chairman of vesper-service committee .....

Chairman of campfire committee .....

Chairman of recreation committee .....

### Topics for Group Discussion

First aid.—If the nurse is to give a first-aid or home nursing course, help her to select in advance the kind of material that will fit the needs and interests of the group:

1. Home care of minor ailments—cuts, bruises, boils, pimples.
2. Danger in bottles and boxes—patent medicines, reducing remedies, quick cures. (Write to American Medical Association for material.)
3. Emergencies—broken bones, burns, drowning. (See Red Cross publications.)
4. Care of patient.

## Home nursing:

1. Making a sickbed.
2. Giving a patient a bath in bed.
3. Fixing trays for sick patients.
4. Care and prevention of common cold.
5. Prevention of illness.

## Social customs or gracious living:

1. Courtesies at home.
2. Introductions, handshakes, greetings.
3. Responsibilities of the hostess.
4. Responsibilities of the guests.

## Citizen responsibilities:

1. Civic needs—what are they, how can they be met?
2. What does a vote mean—how can it be used?
3. What besides voting are a good citizen's responsibilities?
4. How to serve the community—is community service an individual responsibility?

## Selecting a career:

1. Kinds of work—
  - a. With people (teacher, social worker).
  - b. With things (engineer, farmer, chemist).
  - c. With ideas (author, statesman).
  - d. With arts (musician, painter).
2. Necessary abilities—physical, mental, creative, managerial.
3. Likelihood of openings in existing fields—in new fields.

## Before the mirror:

1. Your general appearance—posture, clothes, grooming, etc.
2. Your skin; what to do for it—food, cosmetics.
3. Your laugh—attractive, what does it say, is it good to hear?
4. Your eyes—as windows of the soul what do they reveal?

Suggest that each person have a mirror and look in it for 2 minutes at the beginning of each class. Eat an apple and chew gum while looking in mirror.

## Pests—studied and collected. Suggestions (p. 62).

## Home repair:

List things to be repaired such as: Sagging doors, door locks and catches, mending electric cords and making attachment, dresser drawers that catch, making tables or other working surfaces higher, sharpening knives and scissors, "useful" gadgets.

## Appreciations:

1. Books and magazines—what to look for; where to find it.
2. Music—to make, to hear, to understand.
3. Pictures—line, color, space; paintings, photographs, living pictures.
4. Situations—read the stories in everyday living.

Travel and travel ways: Folders and timetables from United States and foreign bus, railroad, steamship, and airplane lines, maps, and posters add interest to this course.

## 1. Travel aids:

- a. Packing—what to take and what to leave behind.
- b. How to go—car, train, bus, airplane.
- c. On being a good guest.
- d. Bread-and-butter letters.

## 2. All aboard:

## a. Description:

1. Train—sleeper, diner, etc. How to read schedules and menus.
2. Airplane.
3. Boat.
4. Bus.

## b. Discussion of tickets and various services.

## Getting along with the family:

1. Playing fair—trying to understand others; appreciating the feelings of others.
2. Sharing responsibilities—what you would do if you were your mother or father; what your part is in the family.
3. Preventing trouble.
4. The family council.

Trail to good looks: Boys as well as girls enjoy this course. Emphasize grooming.

1. Your figure and what you can do about it.
2. The use and abuse of cosmetics.
3. Shampoos, hair styles, haircuts, and neck lines.
4. Your hands—their care and how they express you.
5. Your clothes and what they say.

Table ways: A young county agent said, "I'm no masculine Emily Post, but I learned all I know at M----- 4-H camp those 2 years I went as a delegate." Boys as well as girls will want this course. This is most effective if given immediately following the noon meal, while the campers are at the table. The instructor uses 5 minutes in presenting a topic and in reviewing the previous day's work, and answers questions for 5 minutes or as long as interest continues. A question box is a help in this course.

1. Setting the table.
2. Seating and serving.
3. "That knife and fork."
4. Table talk.

Enjoying the out of doors: This may be approached from the standpoint of conservation, or from an appreciation of nature and love for it, or as a hobby. Conducting nature hikes, developing nature museums, and encouraging nature hobbies will help to arouse interest and appreciation. One or two of these subjects given thoroughly will be all that can be covered in a varied camp program. Snakes, Sapsuckers, Sweet Peas, and Sunsets, was the name of a four-lecture series designed to arouse general interest and appreciation. This requires a good naturalist.

1. Birds—identification by song and sight.
2. Flowers—identification, census, locating kinds and quantity.
3. Trees—identification, leaf, bark.
4. Animals—economic, harmful.
5. Insects, weeds, mosses, water life.
6. Stars—learn to tell directions by night, name constellations, make sky maps.

Nature lore: Know your birds.—You know your friends by name; why not your birds?

1. Identify birds.
  - a. Feeding stations.
  - b. Nest boxes.
  - c. Shrubs near homes.
2. Songbirds.
  - a. How to attract.
  - b. Homes.
  - c. Food.
  - d. Bobwhite—quails: Home, food, protection.—Look up game laws.
3. Hawks and owls.
  - a. Beneficial—economic importance.
  - b. Nonbeneficial.
  - c. Identification.
4. Snakes.
  - a. Venomous.
  - b. Nonvenomous.
  - c. Habits—economic importance.
5. Game animals and fur bearers.
  - a. Habits.
  - b. Effects on birds.
  - c. Economic importance.
  - d. Trapping.
  - e. Taxidermy.
6. Cats and dogs.
  - a. Proper place.
  - b. How to train.
  - c. Laws applying. (The cat has no legal status.)
7. A fishpond for every farm.
  - a. How made.
  - b. How stocked.



## FAMILY RELATIONSHIPS

	TRUE	DOUBTFUL	FALSE
1. The father should be the unquestioned head of the family.....	_____	_____	_____
2. That something is wrong with marriage today is universally admitted.....	_____	_____	_____
3. Most boys and girls in the country wish to stay there.....	_____	_____	_____
4. Young people get their ideals from the church only.....	_____	_____	_____
5. Because customs have changed, older people cannot be expected to understand present-day youth.....	_____	_____	_____
6. One should not be expected to account for one's time or spending money.....	_____	_____	_____

## HOW DO YOU LOOK AT LIFE?

1. Life is, after all, a simple enough affair if one is healthy and has enough work to keep him busy.....	_____	_____	_____
2. Physical health has very little to do with the development of personality.....	_____	_____	_____
3. A pleasing personality is inherited rather than developed.....	_____	_____	_____
4. Personality rather than what one knows brings success.....	_____	_____	_____
5. One can only know he is right when he checks his course by the great authorities of the past—the Bible, the church, and the Constitution of the United States.....	_____	_____	_____
6. One cannot have a religious experience in an age when people do not agree as to what religion is.....	_____	_____	_____
7. A certain amount of leisure time is necessary for the development of a well-rounded personality.....	_____	_____	_____
8. Happiness is determined by the acceptance of conditions in which we find ourselves and the ability to make the best of them.....	_____	_____	_____
9. Happiness is dependent on our unselfishness and our desire to be of service to others.....	_____	_____	_____
10. Unselfishness and consideration for others are essential qualities for leadership.....	_____	_____	_____
11. All attractive women are beautiful.....	_____	_____	_____
12. Good health is essential to attractiveness.....	_____	_____	_____
13. It is smart to seem bored.....	_____	_____	_____
14. A critical air denotes brains.....	_____	_____	_____
15. Continuous cheerfulness is a sure sign of wisdom.....	_____	_____	_____
16. "Temperamental" is usually 95-percent temper and 5-percent mental.....	_____	_____	_____

## ECONOMIC AND CITIZENSHIP PROBLEMS

1. Every woman should have her own independent bank account.....	_____	_____	_____
2. Women should not share equally in control of farm income because they do not make as great an economic contribution as their husbands do.....	_____	_____	_____
3. A true patriot cannot believe in war.....	_____	_____	_____
4. One might as well not read on a controversial subject because all the printed material available is partisan propaganda.....	_____	_____	_____
5. Women have so little information on public questions that their opinion is of little value.....	_____	_____	_____
6. Women lose their charm when they go into politics.....	_____	_____	_____
7. A good citizen may criticize the actions of his government in international relations.....	_____	_____	_____
8. The best way to provoke war is to have a large army and navy.....	_____	_____	_____
9. One should not subscribe to a newspaper that regularly represents a country as getting ready to fight the United States.....	_____	_____	_____
10. A citizen's vote is a valuable tool in his hand.....	_____	_____	_____

## Program Events Used in 4-H Camps

### Discussion and class topics:

First aid.  
Lifesaving.  
Swimming.  
Home nursing.  
Home and highway safety.  
Vocations.  
Religion.  
Government.  
Personal problems.  
Travel customs and ways.  
Cooperative projects.  
Forestry.  
Parliamentary procedure.  
Good grooming.  
Photography.  
Recreation leadership.  
Music leadership.  
Community service.  
Personality development.  
Nature study.  
Geology.  
Conservation.  
Boy-and-girl relationships.  
Family relationships.  
Astronomy.

### Handicraft:

Toy making.  
Traditional puzzle and game making.  
Party favors.  
Weaving—leather, wool, cotton, cloth strips.  
Ropework.  
Leatherwork.  
Woodwork.  
Shoestring purses and belts.  
Pottery and wood-block printing.  
Basketry.  
Potato and wood-block printing.

### Handicraft—Continued.

Button and accessory making.  
Whittling.  
Marionette making.  
Metalwork.  
Spatter prints.  
Bookbinding.  
Modeling in clay and soap.  
Finger painting.  
Crocheting and knitting.  
Terrariums and dish gardens.

### Recreation:

Baseball.  
Tennis.  
Pistol and rifle practice.  
Fly casting.  
Goofy golf.  
Social games.  
Treasure hunts.  
Parties.  
Festivals.  
Outdoor cookery.  
Volleyball.  
Horseshoes.  
Archery.  
Ping-pong.  
Folk dancing.  
Music.  
Swimming.  
Dramatics.  
Campfire skits and stunts.  
Storytelling.  
Movie making.

### Trips and special events:

Nature hikes.  
Educational tours.  
Candlelighting.  
Pageants and festivals.  
Special visitors' day programs.  
Sunrise-breakfast cook-outs.

## Bibliography

### GENERAL BACKGROUND

BREEN, MARY.

PARTNERS IN PLAY; RECREATION FOR YOUNG MEN AND WOMEN TOGETHER. 185 pp. New York, A. S. Barnes & Co., Inc. 1936.

Good times through drama, music, games, and other activities for older girls and boys together. A good discussion of their psychology is included.

GROVES, E. R.

PERSONALITY AND SOCIAL ADJUSTMENT. 296 pp. New York, Longmans, Green & Co. 1923.

HOLLINGWORTH, LETA S.

PSYCHOLOGY OF THE ADOLESCENT. 227 pp. New York, D. Appleton Co. 1928.

JACKS, L. P.

EDUCATION THROUGH RECREATION. 155 pp., illus. New York, Harper & Bros. 1932.

NEUMEYER, M. H., AND NEUMEYER, E.

LEISURE AND RECREATION; A STUDY OF LEISURE AND RECREATION IN THEIR SOCIOLOGICAL ASPECTS. 405 pp. New York, A. S. Barnes & Co., Inc. 1936.

## CAMPING, GENERAL

DIMOCK, H. S., AND HENDRY, C. E.

CAMPING AND CHARACTER. 364 pp., illus. New York, Association Press. 1929.

Excellent presentation of values in camping and where to look for them.

GRAHAM, ABBIE.

GIRLS' CAMP; PROGRAM-MAKING FOR SUMMER LEISURE. 146 pp. New York, Woman's Press. 1933.

Leadership, program development, celebrations, athletics, creative arts presented interestingly.

HOFER, MARI RUEF.

CAMP RECREATIONS AND PAGEANTS. 217 pp., illus. New York, Association Press. 1927.

A compilation of suggestions on day and evening programs, themes, discussions, entertainments built on local history and traditions, pageants and plays.

ILLINOIS UNIVERSITY, COLLEGE OF AGRICULTURE, EXTENSION SERVICE. ILLINOIS

4-H CAMP INSTITUTE, JUNE 23-26, 1936, LAKE BLOOMINGTON, ILLINOIS.

Various paging. Ill. Agr. Col. Ext. 1936. Urbana. [Mimeographed.]

An excellent compilation of discussions, songs, and games presented at a camp leaders' training school.

MASON, B. S.

CAMPING AND EDUCATION. 283 pp., illus. New York, McCall Co. 1930.

Camp problems from the campers' viewpoint; discipline, leadership, program, and activities discussed by an experienced camp director.

UNITED STATES NATIONAL PARK SERVICE.

PARK AND RECREATIONAL STRUCTURES. 3, illus. Washington, D. C., Supt. Docs. 1938.

Vol. III deals with overnight and organized camping facilities.

## DISCUSSIONS

AMERICAN LIBRARY ASSOCIATION.

BOOKS AND PAMPHLETS ON LIBRARY WORK. 19 pp., illus. Chicago, Amer. Libr. Assoc. 1937.

CAMMELL, DOROTHY B.

YOUTH, WHAT CIVIC AND SERVICE CLUBS CAN DO TO HELP. U. S. Off. Ed. Cir. 154, 29 pp. 1936. [Mimeographed.]

DALE, EDGAR.

HOW TO APPRECIATE THE MOVING PICTURES; A MANUAL OF MOTION-PICTURE CRITICISM PREPARED FOR HIGH SCHOOL STUDENTS. 243 pp. New York, The Macmillan Co. 1933.

GLOVER, KATHARINE.

YOUTH, LEISURE FOR LIVING. U. S. Off. Ed. Bull. 1936, No. 18, part 2, 126 pp. [1936.]

With list of reading references.

HANNA, PAUL R., AND OTHERS.

YOUTH SERVES THE COMMUNITY. 303 pp., illus. New York, D. Appleton-Century Co. 1936.

A readable report and evaluation of youth's contributions to community health, safety, and beauty, to agricultural and industrial employment and civic arts.

HARLEY, D. L.

YOUTH, FINDING JOBS. U. S. Off. Ed. Bull. 1936, No. 18, part 5, 59 pp. [1936.]

With list of suggested reading.

JESSEN, C. A., AND HUTCHINS, H. C.

YOUTH, COMMUNITY SURVEYS. U. S. Off. Ed. Bull. 1936, No. 18, part 6, 97 pp. [1936.]

With annotated bibliography of surveys of youth.

KITSON, H. D.

YOUTH, VOCATIONAL GUIDANCE FOR THOSE OUT OF SCHOOL. U. S. Off. Ed. Bull. 1936, No. 18, part 4, 81 pp. [1936.]

MERRITT, EUGENE.

HELPING FARM YOUNG PEOPLE WITH THEIR CHOICES. U. S. Ext. Serv. Cir. 278, 8 pp. 1937. [Mimeographed.]

OPPORTUNITY IN AGRICULTURE FOR THE FARM BOY. U. S. Ext. Serv. Cir. 264, 14 pp. 1937. [Mimeographed.]



NATIONAL COUNCIL FOR PREVENTION OF WAR, 532 Seventeenth Street NW., Washington, D. C.

Articles, plays, program, and discussion suggestions are available free or for a very small charge.

PITKIN, WALTER B.

NEW CAREERS FOR YOUTH; TODAY'S JOB OUTLOOK FOR MEN AND WOMEN FROM SEVENTEEN TO THIRTY-TWO. 236 pp. New York, Simon & Schuster. 1934.

PORTER, W. D.

DAILY COURTESIES. Utah Agr. Col. Ext. New Ser. Cir. 62, 16 pp. 1933. Logan.

An excellent, brief discussion of what to do and why.

ROOSEVELT, A. ELEANOR.

WHEN YOU GROW UP TO VOTE. 64 pp., illus. Boston, Houghton Mifflin Co. 1932.

STEVENS, W. O.

CORRECT THING; A GUIDE BOOK OF ETIQUETTE FOR YOUNG MEN. 156 pp. New York, Dodd, Mead & Co. 1934.

Appearance, dress, and behavior at table, dance, when making a public address, traveling, visiting, etc.

UNITED STATES DEPARTMENT OF THE INTERIOR, OFFICE OF EDUCATION.

YOUTH, HOW COMMUNITIES CAN HELP. U. S. Off. Ed. Bull. 1936, No. 18, part 1, 77 pp. [1936.]

With list of reading references.

WOODARD, ELIZABETH S.

PERSONALITY PREFERRED! HOW TO GROW UP GRACEFULLY. 209 pp. New York, Harper & Bros. 1935.

A well-written book for girls.

ZIMMERMAN, FRED L., and READ, PHYLLIS R., COMPS.

LIST OF AVAILABLE PUBLICATIONS OF THE UNITED STATES DEPARTMENT OF AGRICULTURE, Jan. 3, 1938. U. S. Dept. Agr. Misc. Pub. 60, rev., 199 pp. 1938.

Articles that will furnish material for discussion appear frequently in magazines. The following articles are typical:

BANNING, MARGARET C.

THE CASE FOR CHASTITY. Reader's Digest 31: 1-10. Aug. 1937.

EMERSON, HAVEN.

ALCOHOL AND NARCOTIC DRUGS. Jour. Health and Phys. Ed. 8: 588-590. 1937.

HARPER, ELSIE D.

LIFE, LIBERTY, AND THE PURSUIT OF HAPPINESS. WHY NOT DISCUSS? Woman's Press 31: 532-533. Dec. 1937.

RABE, OLIVE H.

LOOK BEFORE YOU CRASH. Amer. Mag. 123: 51. April 1937. Same abstracted in the Reader's Digest 31: 43-46. May 1937.

WOLF, WILLIAM.

STITCHES IN TIME. Country Gent. 106: 19, 89. Nov. 1936.

#### DRAMATICS

ACKLEY, EDITH FLACK.

MARIONETTES. EASY TO MAKE! FUN TO USE! 115 pp., illus. New York, Frederick A. Stokes Co. 1929.

BUFANO, REMO.

BE A PUPPET SHOWMAN. 168 pp., illus. New York, D. Appleton-Century Co. 1933.

HOBBS, MABEL F.

PLAY PRODUCTION MADE EASY. 71 pp. New York, Natl. Recreation Assoc. [c1933.]

Suggestions for scenery, lighting, costume, and make-up. Includes a few pantomimes and skits.

JAGENDORF, MORITZ A.

PLAYS FOR CLUB, SCHOOL AND CAMP FOR BOYS AND GIRLS FROM 8 TO 14. 135 pp., illus. New York, Los Angeles, Samuel French, Inc. 1935.

A good discussion of values in dramatics and seven plays that are easy to produce.

LORD, KATHERINE.

PLAYS FOR SCHOOL AND CAMP. 224 pp. Boston, Little, Brown & Co. 1922.

## NATIONAL RECREATION ASSOCIATION.

MID-SUMMER FAIR OR FESTIVAL. Natl. Recreation Assoc., Recreation Bull. Serv. No. 3777. 1937. New York. [Mimeographed.]

A simple festival that could be adapted to camp, especially if the year's music work were planned to lead toward it.

## REIGHARD, CATHERINE.

PLAYS FOR PEOPLE AND PUPPETS. 390 pp. New York, E. P. Dutton & Co., Inc. [c1928.]

Directions for five fairy-tale plays to be presented by children or puppets.

## SCHROTTKY, OLEDA.

CAMP PLAYS. New York, Girl Scouts, Inc. [n. d.]

## SPICER, DOROTHY G.

BOOK OF FESTIVALS. 429 pp. New York, Woman's Press. 1937.

Excellent material for festivals and folk dramas from 35 nationalities.

## TOBETT, JANET, and WHITE, ALICE.

DRAMATIZED BALLADS WITH MUSICAL ACCOMPANIMENT. 190 pp., illus. New York, E. P. Dutton & Co. 1937.

Clear, concise suggestions for dramatizing many old ballads for which music and words are given.

## UNITED STATES DEPARTMENT OF THE INTERIOR. OFFICE OF EDUCATION. EDUCATIONAL RADIO SCRIPT EXCHANGE.

SCRIPT EXCHANGE CATALOG. 24 pp. 1936. [Mimeographed.]

Skits and radio aids for noncommercial and mock broadcasts. These are educational in character and may offer suggestions to groups that are preparing acts for talent night. The plays are built around biography, history, natural science, music appreciation, literature, and safety.

## WEBBER, J. P., and WEBSTER, H. H.

TYPICAL PLAYS FOR YOUNG PEOPLE. 291 pp. New York, Houghton Mifflin Co. 1930.

Eleven easily produced plays for boys and girls 15 to 18 years old.

Play catalogs may be obtained from the following firms:

National Recreation Association, 315 Fourth Avenue, New York, N. Y.

Samuel French, Inc., 317 East Thirty-fourth Street, New York, N. Y.

Longmans, Green & Co., 114 Fifth Avenue, New York, N. Y.

The Dramatic Publishing Co., 542 South Dearborn Street, Chicago, Ill.

The Woman's Press, 600 Lexington Avenue, New York, N. Y.

Walter Baker & Co., 172 Tremont Street, Boston, Mass.

## GAMES AND SPORTS

## BYERS, CHESTER.

ROPING; TRICK AND FANCY ROPE SPINNING. 105 pp., illus. New York, G. P. Putnam's Sons. 1928.

How to amaze and amuse with ropes.

## DUFF, J. L.

BOWS AND ARROWS. 173 pp. New York, Macmillan Co. 1927.

How to make and use bows and arrows.

## GIBSON, H. W.

RECREATIONAL PROGRAMS FOR SUMMER CAMPS. 440 pp., illus. New York, Greenberg Publisher. [c 1937.]

Campfire, dramatics, active and quiet games, ceremonials, and many other subjects treated by an experienced camp director.

## MASON, BERNARD S.

PRIMITIVE AND PIONEER SPORTS FOR RECREATION TODAY. 352 pp., illus. New York, A. S. Barnes & Co. 1937.

How to use boomerang whips, blowguns, and darts; how to spin ropes, throw a tomahawk, and stay up on a log.

and MITCHELL, E. D.

SOCIAL GAMES FOR RECREATION. 421 pp., illus. New York, A. S. Barnes & Co. 1936.

Games for all occasions. First-aid and nature games as well as some based on history and geography.

## HANDICRAFT

BELASH, CONSTANTINE A.

BRAIDING AND KNOTTING FOR AMATEURS. 126 pp., illus. Boston, Beacon Press, Inc. 1936.

Good, clear directions: designs for a few articles.

BOWLES, ELLA S.

HOMESPUN HANDICRAFTS. 251 pp., illus. Philadelphia, J. B. Lippincott Co. 1931.

COOPERATIVE RECREATION SERVICE.

TRADITIONAL GAMES (N) AND PUZZLE CRAFT (U). Delaware, Ohio, Coop. Recreation Serv.

COUCH, OSMA P.

BASKET PIONEERING. 168 pp., illus. New York, Orange Judd Pub. Co. 1933.

Excellent diagrams and descriptions of materials, how to prepare them, and how to make baskets of vines, grasses, runners, shoots, needles, roots, and rusks.

DECKER, G. C.

BOWS AND ARROWS FOR BOYS. 48 pp., illus. Milwaukee, Wis., Bruce Pub. Co. 1930.

EASTMAN KODAK CO.

HOW TO MAKE GOOD PICTURES. Rochester, N. Y., Eastman Kodak Co. 1921.

FAULKNER, H. W.

WOOD-CARVING AS A HOBBY. 140 pp., illus. New York, Harper & Bros. 1934.

Excellent chapters on fundamental techniques. Lovely designs.

GABA, LESTER.

ON SOAP SCULPTURE. 90 pp., illus. New York, Henry Holt Co. 1935.

GRISWOLD, LESTER.

HANDICRAFT; SIMPLIFIED PROCEDURE AND PROJECTS IN LEATHER . . . CELLULOID, METAL . . . WOOD . . . BATIK . . . ROPE, CORDAGE, YARN, HORSE-HAIR, POTTERY, WEAVING . . . STONE . . . PRIMITIVE INDIAN CRAFT. Ed. 7. 424 pp., illus. Colorado Springs, Colo., Lester Griswold. [c1937.]

HAMILTON, E. T.

POPULAR CRAFTS FOR BOYS. Illustrated by G. Ruth Taylor and with photographs by Ralph Sommer. 345 pp., illus. New York, Dodd, Mead & Co. 1935.

Good for boys and girls. Suggestions for carpentry, bookbinding, pottery, miniature modeling, soap sculpture, metalcraft, trick photography; includes bibliography and also list of dealers.

HOOVER, H. C.

YOU CAN MAKE IT, FOR PROFIT. Natl. Com. on Wood Utilization. 48 pp., illus. Washington, D. C., U. S. Supt. Docs. 1931.

LAWSON, ARTHUR.

HOMEMADE GAMES; HOW TO MAKE AND PLAY INDOOR AND OUTDOOR GAMES. 266 pp., illus. Philadelphia, J. B. Lippincott Co. 1934.

LIPPINCOTT, J. W., and ROBERTS, G. J.

NATURECRAFT CREATURES. 134 pp., illus. Philadelphia, J. B. Lippincott Co. 1933.

MANZONI, PETER.

METAL CRAFT FOR AMATEURS. 136 pp., illus. Boston, Beacon Press, Inc. [c1935.]

NATIONAL COMMITTEE ON WOOD UTILIZATION.

YOU CAN MAKE IT, FOR CAMP AND COTTAGE; PRACTICAL USES FOR SECONDHAND WOODEN CONTAINERS AND ODD PIECES OF LUMBER. 49 pp., illus. Washington, D. C., U. S. Supt. Docs. 1930.

NATIONAL COMMITTEE ON WOOD UTILIZATION.

YOU CAN MAKE IT; PRACTICAL USES FOR SECONDHAND BOXES AND ODD PIECES OF LUMBER. 52 pp., illus. Washington, D. C., U. S. Supt. Docs. 1929.

PERKINS, RUTH.

HAND BOOK ON THE USE OF CRAFTS. 72 pp. New York, Woman's Press. 1934.

Brief discussions of crafts, excellent bibliographies, no specific directions for work.

PERRY, EVADNA K.

ART ADVENTURES WITH DISCARDED MATERIALS. 169 pp., illus. Los Angeles, Wetzel Pub. Co., Inc. 1933.

Use of newspapers, magazines, scraps, rags, stockings, spools, wood.

SPRAGUE, CURTISS.

HOW TO MAKE LINOLEUM BLOCKS. 64 pp., illus. Pelham, N. Y., Bridgman Publishers. 1928.



TOBITT, JANET E.

SHEPHERD PIPES, HOW TO MAKE AND PLAY THEM. 13 pp., illus. New York, Girl Scouts, Inc. [c1935.]

TOMLINSON, R. R.

CRAFTS FOR CHILDREN. 120 pp., illus. New York, Studio Publications, Inc. 1935.

Ideas for crafts, standards for judging, methods of encouraging original design and good craftsmanship.

VAN CLEVE, KATE.

HAND LOOM WEAVING FOR AMATEURS. 122 pp., illus. Boston, Beacon Press, Inc. 1935.

Well-written directions; simple designs.

VIEMONT, BESS M., and FURRY, MARGARET S.

HOME DYEING WITH NATURAL DYES. U. S. Dept. Agr. Misc. Pub. 230, 36 pp. 1935.

WILLIAMS, W. A.

SOME SUGGESTIONS ABOUT LEATHERCRAFT FOR 4-H CLUB MEMBERS. 11 pp., illus. W. Va. Agr. Col. Ext. [n. d.] [Mimeographed.]

Gives directions for inexpensive articles of leather.

### *Supply companies*

Cooperative Recreation Service, Delaware, Ohio.

Supplies for puzzles, games, pipes, toys.

Craft Service, 360 University Avenue, Rochester, N. Y.

Materials, tools, models, and bulletin service.

Fellowcrafters, Inc., 64 Stanhope Street, Boston, Mass.

Tools, supplies, materials, and suggestions.

Foley-Tripp Co., 193 William Street, New York.

Tools and leather.

The Handcrafters, 10 Main Street, Waupun, Wis.

Fiber, beads, felt, metal, looms, and project sheets.

Industrial Arts Cooperative Service, 519 West One Hundred and Twenty-first Street, New York.

Supplies and tools.

Leathercraft Guild of America, Colchester, Conn.

Deals exclusively in leathercraft.

Metal Crafts Supply Co., Providence, R. I.

Silver, copper, brass, and german silver.

National Lead Co., 111 Broadway, New York.

Good reduction on pewter in 50-pound lots.

Uhl Pottery Co., Huntingburg, Ind.

Unfinished pottery in good shapes. Seconds are useful and inexpensive.

W. A. Hall & Son, 250 Devonshire Street, Boston, Mass.

Leather.

### HIKES AND OUTDOOR COOKERY

BOY SCOUTS OF AMERICA.

CAMPFIRES AND CAMP COOKERY. New York, Boy Scouts of Amer., 1929.

GRAHAM, STEPHEN.

GENTLE ART OF TRAMPING. 270 pp., illus. New York, D. Appleton Co. 1926.

JESSUP, E.

CAMP GRUB; AN OUTDOOR COOKING MANUAL. 274 pp., illus. New York, E. P. Dutton & Co. 1924.

LOHMANN, RUTH, and NORTON, HELEN F.

OUTDOOR COOKERY. 11 pp. N. J. Agr. Col. Ext., New Brunswick. 1937. [Mimeographed.]

How to build fires, construct makeshift equipment. Includes recipes.

McINTIRE, H. RUTH, and FOLEY, MAY E.

OUTDOOR COOKERY. Mass. State Col. Ext., Amherst. [n. d.] [Mimeographed.]

SNYDER, GLADYS, and LOOMIS, C. FRANCES.

OUTDOOR BOOK. 127 pp., illus. New York, Camp Fire Outfitting Co. 1934.

Hikes, treasure hunts, clothing and equipment, games, recipes for outdoor dishes, fires, and suggestions for making trips interesting are discussed briefly and entertainingly.

TAYLOR, A. D.

CAMP STOVES AND FIREPLACES. 91 pp., illus. U. S. Forest Serv. 1936.

WILDER, JAMES A.

JACK-KNIFE COOKERY. 186 pp., illus. New York, E. P. Dutton & Co., Inc. 1929.

### HOBBIES

EDUCATIONAL TOY CO., Box 281, Brownville, N. Y.

Sextant and transit for surveying, and other inexpensive equipment may be bought from this firm.

GARDNER, HELEN.

UNDERSTANDING THE ARTS. 336 pp., illus. New York, Harcourt, Brace & Co. 1932.

Easily read discussion of art in building, sculpture, painting, books, weaving, pottery, and everyday life.

GEEN, EVELYNE.

PENCIL SKETCHING. 85 pp., illus. New York, Pitman Pub. Corp. 1930.

Well-illustrated and persuasive presentation of a few fundamental principles underlying drawing.

KING, ELEANOR, and PESSELS, WELLMER.

YOU AND YOUR CAMERA. 63 pp., illus. New York, Harper & Bros. 1936.

LEE, ALFREDA.

TABLE DECORATIONS AND PARTY PLANS. 128 pp., illus. Pelham, N. Y., Bridgman Publishers. [c 1936.]

Suggestions for invitations, favors, place cards, decorations, games, and menus.

### MOTION-PICTURE FILM SERVICES

[This list is not complete. No discrimination is intended against producers and distributors not mentioned.]

Arno Films, Inc., 1270 Sixth Avenue, New York.

This firm distributes educational 16-mm. sound-on-film pictures. South Sea Adventures. Wings Over the Andes. Conflicts of Nature.

Harvard Film Service, Harvard University, Cambridge, Mass.

Produces and rents films.

Health Education Films. Prof. C. E. Turner, Department of Biology and Public Health, Massachusetts Institute of Technology, Boston.

Ideal Pictures Corporation, Chicago.

Rents 16-mm. sound-on-film pictures. Black Beauty. This Is America. Cartoons and comedies.

Metropolitan Museum of Art, New York.

Movies illustrating periods in history.

Y. M. C. A. Motion Picture Bureau, 347 Madison Avenue, New York.

Supplies selected films.

United States Government departments in Washington, D. C., also lend films.

For information, write to:

Department of Agriculture:

Extension Service.

Farm Security Administration.

Department of Commerce: Bureau of Air Commerce.

Department of the Interior:

Bureau of Reclamation.

Office of Indian Affairs.

National Park Service.

Office of Education.

Navy Recruiting Bureau, United States Navy Department.

Bureau of Public Health, Division of Venereal Diseases, Treasury Department.

Chief Signal Officer, United States Army, Munitions Building.

Tennessee Valley Authority.

Works Progress Administration.

The Bureau of Mines, 4800 Forbes Street, Pittsburgh, Pa., also lends films.

### NATURE STUDY

COMSTOCK, ANNA B.

HANDBOOK OF NATURE-STUDY FOR TEACHERS AND PARENTS. Ed. 22. 942 pp., illus. Ithaca, N. Y., Comstock Pub. Co. 1931.

DITMARS, RAYMOND L.

REPTILES OF NORTH AMERICA. 436 pp., illus. Garden City, N. Y., Doubleday, Doran & Co., Inc. 1936.

A big book, sparsely illustrated, written for adult use.

- ESWINE, H. E.  
OUR INSECTS AND THEIR KIN. Ohio Agr. Col. Ext. 4-H Cir. 105, 40 pp., illus. 1936.
- FABRE, J. H. C.  
FABRE'S BOOK OF INSECTS. 271 pp., illus. New York, Tudor Pub. Co. 1935.  
An attractive edition of a classic.
- HUMPHREYS, W. J.  
FOGS AND CLOUDS. 104 pp., illus. Baltimore, Williams & Wilkins Co. 1926.  
Simply written and well-illustrated.
- JONES, M. P.  
4-H CLUB INSECT MANUAL. U. S. Dept. Agr. Misc. Pub. 318, 63 pp., illus. 1939.
- KALMBACH, E. R., and McATEE, W. L.  
HOMES FOR BIRDS. U. S. Dept. Agr. Farmers' Bull. 1456, rev. 22 pp., illus. 1930.
- KEARNEY, P. W.  
STRANGE FISHES AND THEIR STRANGE NEIGHBORS. 60 pp., illus. Garden City, N. Y., Doubleday, Doran & Co., Inc. 1933.  
Well-written and well-illustrated; for juniors.
- KEELER, HARRIET L.  
OUR NATIVE TREES AND HOW TO IDENTIFY THEM. 533 pp., illus. New York, Charles Scribner's Sons. 1929.  
Excellent descriptions, quotations, and photographs.
- LOOMIS, F. B.  
FIELD BOOK OF COMMON ROCKS AND MINERALS; FOR IDENTIFYING THE ROCKS AND MINERALS OF THE UNITED STATES AND INTERPRETING THEIR ORIGINS AND MEANINGS. 278 pp., illus. New York, G. P. Putnam's Sons. 1936.
- LUTZ, F. E.  
FIELD BOOK OF INSECTS OF THE UNITED STATES AND CANADA; AIMING TO ANSWER COMMON QUESTIONS. Ed. 3. 510 pp., illus. New York, G. P. Putnam's Sons. 1935.  
Collecting, preserving, identifying, and controlling insects.
- McATEE, W. L.  
HOW TO ATTRACT BIRDS IN THE MIDDLE ATLANTIC STATES. U. S. Dept. Agr. Farmers' Bull. 844, rev. 16 pp., illus. 1926.
- McKENNY, MARGARET.  
MUSHROOMS OF FIELD AND WOOD. 193 pp., illus. New York, John Day Co. 1929.  
Well-planned, easy to use, and nicely illustrated.
- MATHEWS, F. S.  
FIELD BOOK OF AMERICAN WILD FLOWERS. 558 pp., illus. New York, G. P. Putnam's Sons. 1931.  
Theory of color in flowers, index to identification, key to families, and much more useful information.
- MORE GAME BIRDS IN AMERICA [A FOUNDATION]. 500 Fifth Avenue, New York.  
An organization that publishes a series of good, free bulletins on wild fowl and their protection.
- PETERSON, R. T.  
FIELD GUIDE TO THE STUDY OF BIRDS; GIVING FIELD MARKS OF ALL SPECIES FOUND IN EASTERN NORTH AMERICA. 167 pp., illus. Boston, Houghton Mifflin Co. 1934.
- REED, W. M.  
THE EARTH FOR SAM; THE STORY OF MOUNTAINS, RIVERS, DINOSAURS, AND MEN. 390 pp., illus. New York, Harcourt, Brace & Co. 1930.
- SILVER, JAMES, and JARVIS, FRANK N.  
HOW TO MAKE A CAT TRAP. U. S. Dept. Agr. Leaflet 50, rev. 4 pp., illus. 1930.
- TILTON, G. H.  
FERN LOVERS' COMPANION; A GUIDE FOR THE NORTHEASTERN STATES AND CANADA. Melrose, Mass., G. H. Tilton. 1922.  
Complete, clear book for identification and study.
- UNITED STATES DEPARTMENT OF THE INTERIOR, GEOLOGICAL SURVEY.  
Topographic maps are for sale by the Geological Survey. Regular size, 10 cents each.  
Nearly half of the area of the country has been mapped, every State being represented. Connecticut, Delaware, the District of Columbia, Hawaii, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Ohio, Rhode Island, and West Virginia are completely mapped.



UNITED STATES DEPARTMENT OF THE INTERIOR, NATIONAL PARK SERVICE.

MAP SHOWING RECREATION AREAS OF THE UNITED STATES.

National parks, monuments, and forests; Indian, game, and bird reservations; and State parks and recreation areas are shown.

Pamphlets, magazines, and other publications may be obtained from—

American Forestry Association, 919 Seventeenth Street NW., Washington, D. C.

American Museum of Natural History, Seventy-seventh Street and Central Park West, New York.

American Nature Association, 1214 Sixteenth Street NW., Washington, D. C.

Brooklyn Botanic Garden, 1000 Washington Avenue, Brooklyn, N. Y.

Forest Service, U. S. Department of Agriculture, Washington, D. C.

Garden Club of America, 598 Madison Avenue, New York.

National Association of Audubon Societies, 1974 Broadway, New York.

National Geographic Society, Sixteenth and M Streets NW., Washington, D. C.

National Park Service, U. S. Department of the Interior, Washington, D. C.

U. S. Department of Agriculture, Washington, D. C.

Wild Flower Preservation Society, 3740 Oliver Street NW., Washington, D. C.

SAFETY AND FIRST AID

Accident Prevention Conference. Labert St. Clair, Director, Room 5869 Department of Commerce, Washington, D. C.

Publishes a series of clear, brief, illustrated, free bulletins on safety.

American Red Cross, Seventeenth and D Streets NW., Washington, D. C.

National Safety Council, Education Division, 1 Park Avenue, New York. This council publishes:

Safety Education Magazine, an illustrated monthly containing stories, plays, and articles on street and home safety.

The Junior Safety Council—Handbook of Activities.

National Safety Council:

Plays—short and simple.

Posters and booklets of facts and figures.

Welfare Division, Metropolitan Life Insurance Co., 1 Madison Avenue, New York.

Publishes informational booklets, plays, and program suggestions.

SONGBOOKS AND MUSIC STUDY

BAUER, MARION, and PEYSER, ETHEL R.

MUSIC THROUGH THE AGES; A NARRATIVE FOR STUDENT AND LAYMAN. 572 pp., illus. New York, G. P. Putnam's Sons. 1932.

A well-written story of music as it has risen and declined through the years. Excellent for reference.

BOTSFORD, FLORENCE H.

BOTSFORD COLLECTION OF FOLK-SONGS, WITH ENGLISH VERSIONS BY AMERICAN POETS. 3 v. New York. G. Schirmer, Inc. 1930-31.

Excellent collection of singable songs.

DYKEMA, P. W., and EARHART, WILL, EDS.

TWICE 55 PLUS SONGS. Boston, Mass., C. C. Birchard & Co. [n. d.]

MCCONATHY, OSBOURNE, and OTHERS, EDS.

MUSIC HIGHWAYS AND BYWAYS. 252 pp., illus. New York, Silver Burdett Co. [c1936.]

Folk songs and dances of many countries, songs by great composers, musical history, and suggestions for easy festivals. Includes a cowboy play and several "trips abroad."

McKINNEY, H. D., and ANDERSON, W. R.

DISCOVERING MUSIC; A COURSE IN MUSIC APPRECIATION. 334 pp., illus. New York, American Book Co. 1934.

Composer's materials of rhythm, melody, harmony, form, and variety discussed, and various types of music analyzed.

NATIONAL 4-H CLUB COMMITTEE.

NATIONAL 4-H CLUB SONG BOOK. 56 East Congress Street, Chicago, National 4-H Club Committee. 1938.

SHARP, CECIL J.

ONE HUNDRED ENGLISH FOLKSONGS; FOR MEDIUM VOICE. 235 pp. Boston, Oliver Ditson Co. 1916.

A fine collection of singable songs.

## STORYTELLING

*Storytelling methods*

MILLER, G. T.

STORY-TELLING TO LIVE WIRE BOYS. 217 pp. New York, E. P. Dutton &amp; Co. 1930.

A good treatment of storytelling methods and an excellent, well-classified list of stories of many kinds.

SHEDLOCK, MARIE L.

ART OF THE STORY-TELLER. Rev. ed., 287 pp. New York, D. Appleton-Century Co. 1936.

A good discussion of how to tell stories of various types. Gives a few stories.

*Adventure*

BURR, H. M.

AROUND THE FIRE; STORIES OF BEGINNINGS. 238 pp., illus. New York Association Press. 1912.

Stories of early man and his adventures. The First Council Fire is particularly good.

DOYLE, A. CONAN.

ADVENTURES OF SHERLOCK HOLMES. 307 pp. New York, A. L. Burt Co. 1920.

Famous mystery and detective stories that tell very well when thoroughly prepared. Popular with older boys and girls.

LONDON, JACK.

CALL OF THE WILD, AND OTHER STORIES. 268 pp., illus. New York, Macmillan Co. 1930.

MINOT, J. C.

BEST STORIES OF EXPLORATION I KNOW. 317 pp. Boston, W. A. Wilde Co. 1932.

Eighteen true stories and personal narratives.

MOFFETT, CLEVELAND.

CAREERS OF DANGER AND DARING. 419 pp., illus. New York, Century Co. 1901.

A collection of the heroic deeds of men whose work requires courage and presence of mind.

POWERS, ALFRED.

MAROONED IN CRATER LAKE; STORIES OF THE SKYLINE TRAIL, THE UMPQUA TRAIL AND THE OLD OREGON TRAIL. 177 pp., illus. Portland, Oreg., J. K. Gill Co. 1930.

Excellent adventure tales about boys in the Northwest.

SIPLE, PAUL.

EXPLORING AT HOME. 216 pp., illus. New York, G. P. Putnam's Sons. 1932.

Experiences with microscopes and telescopes in a swamp near Alleghany.

STOCKTON, F. R.

BUCCANEERS AND PIRATES OF OUR COASTS. 325 pp., illus. New York, Macmillan Co. 1898.

Stories of pirates, battles, and buried treasure.

*Biographies and autobiographies for boys*

FRASER, CHELSEA C.

HEROES OF THE AIR. Rev. ed., 648 pp., illus. New York, T. Y. Crowell Co. 1932.

KRUIF, PAUL DE

MICROBE HUNTERS. 363 pp., illus. New York, Harcourt, Brace &amp; Co. 1932.

LOGIE, IONA M. R.

CAREERS IN THE MAKING; READINGS IN RECENT BIOGRAPHY WITH STUDIES IN VOCATIONAL GUIDANCE. 393 pp., illus. New York, Harper &amp; Bros. 1931.

Modern Americans when they were young and on their way.

OLCOTT, FRANCIS J.

GOOD STORIES FOR GREAT BIRTHDAYS. 483 pp., illus. Boston, Houghton Mifflin Co. 1922.

ROOSEVELT, THEODORE, and LODGE, HENRY CABOT

HERO TALES FROM AMERICAN HISTORY. 290 pp., illus. New York, Century Co. 1893.

*Biographies and autobiographies for girls*

BYERS, TRACY.

MARTHA BERRY; THE SUNDAY LADY OF POSSUM TROT. 268 pp., illus. New York, G. P. Putnam's Sons. 1932.

Story of the Georgia woman who has spent her life in service among the mountain people of the South.

FERRIS, HELEN.

WHEN I WAS A GIRL; THE STORIES OF FIVE FAMOUS WOMEN, AS TOLD BY THEMSELVES. 301 pp., illus. New York, Macmillan Co. 1930.

Brief biographies of Jane Addams, Sugimoto, Schumann-Heink, Marie Curie, and Janet Scudder.

FILENE, CATHERINE.

CAREERS FOR WOMEN. Rev. and enl. ed., 620 pp. New York, Houghton Mifflin Co. 1934.

Chapters written by women working in the field they describe.

SMITH, ELVA S., ED.

HEROINES OF HISTORY AND LEGEND; STORIES AND POEMS. 308 pp., illus. Boston, Lothrop, Lee & Shepard Co. 1921.

SUGIMOTO, ETSU.

DAUGHTER OF THE SAMURAI. 314 pp., illus. New York, Doubleday, Doran & Co. 1935.

WILMOT-BUXTON, ETHEL M.

JEANNE D'ARC. Illustrated in color by Charles Buchel. 191 pp., illus. New York, Frederick A. Stokes Co. 1914.

*Nature study*

BEARD, DANIEL C.

AMERICAN BOYS' BOOK OF WILD ANIMALS. 359 pp., illus. Philadelphia, J. B. Lippincott Co. 1921.

First-hand experiences well told.

BURROUGHS, JOHN.

SQUIRRELS AND OTHER FUR-BEARERS. 149 pp., illus. Boston, Houghton Mifflin Co. 1900.

Good stories of woods creatures and 15 Audubon plates.

McFEE, INEZ N. C.

LIVES OF BUSY NEIGHBORS. 301 pp., illus. New York, Frederick A. Stokes Co. 1924.

Stories of common insects with enlarged photographs to show how they are formed and how they work.

SETON, ERNEST THOMPSON.

WILD ANIMALS AT HOME. New York, Grosset & Dunlap. 1913.

Animals are heroes in this and other books by Mr. Seton.

SKINNER, C. M.

MYTHS AND LEGENDS OF FLOWERS, TREES, FRUITS, AND PLANTS IN ALL AGES AND IN ALL CLIMES. 301 pp., illus. Philadelphia, J. B. Lippincott Co. 1925.

*Miscellaneous*

BRINK, CAROL RYRIE, COMP.

BEST SHORT STORIES FOR CHILDREN. 448 pp., illus. Evanston, Ill., Row, Peterson & Co. 1935.

Twenty-nine well selected stories from magazines.

BROWN, A. F.

IN THE DAYS OF GIANTS; A BOOK OF NORSE TALES. New York, Houghton Mifflin Co. 1902.

Old myths well-told.

COMPTON, MARGARET, PSEUD.

AMERICAN INDIAN FAIRY TALES. Illus. New York, Dodd, Mead & Co. 1908.

EASTMAN, C. A., and EASTMAN, E. G.

WIGWAM EVENINGS; SIOUX FOLK TALES RETOLD. 253 pp., illus. Boston, Little, Brown & Co. 1909.

Indian tales of early beliefs.

GRINNELL, G. B.

BLACKFOOT LODGE TALES; THE STORY OF A PRAIRIE PEOPLE. 310 pp. New York, C. Scribner's Sons. 1904.



HENRY, O.

RANSOM OF RED CHIEF, AND OTHER STORIES FOR BOYS. 329 pp., illus. New York, Grosset & Dunlap. 1920.

Twenty-five O. Henry stories that young people will enjoy.

HUGO, VICTOR.

THE STORY OF JEAN VALJEAN. Ed. by Sara E. Wiltse. 1022 pp. Boston, Ginn & Co. 1897.

The highly dramatic part of *Les Misérables*.

JESSUP, ALEXANDER, ED.

BEST AMERICAN HUMOROUS SHORT STORIES. 276 pp. New York, Boni & Liveright. 1920.

TERHUNE, A. P.

TERHUNE OMNIBUS; DRAWN FROM [HIS] WORKS AND ED. BY MAX J. HERZBERG. 371 pp., illus. New York, Harper & Bros. 1937.

A collection of Terhune's best dog stories.

### *Poetry*

AIKEN, CONRAD P.

AMERICAN POETRY, 1671-1928; A COMPREHENSIVE ANTHOLOGY. New York, Modern Library, Inc. [c1929.]

Excellent selection of twentieth-century verse.

AUSLANDER, J., and HILL, F. E.

WINGED HORSE; THE STORY OF THE POETS AND THEIR POETRY. 451 pp., illus. Garden City, N. Y., Doubleday, Doran & Co., Inc. 1927.

An easily read history of and guide to poetry.

DE LA MARE, WALTER J.

PEACOCK PIE; A BOOK OF RHYMES. 112 pp., illus. New York, Henry Holt & Co. 1936.

Poems for children. Excellent for choral reading.

GROVER, E. O.

NATURE LOVER'S KNAPSACK; AN ANTHOLOGY OF POEMS FOR LOVERS OF THE OPEN ROAD. 279 pp. New York, T. Y. Crowell Co. 1927.

A collection of poems about the out-of-doors.

LOMAX, J. A.

COWBOY SONGS, AND OTHER FRONTIER BALLADS. 414 pp., illus. New York, Macmillan Co. 1919.

OLCOTT, FRANCES J.

STORYTELLING BALLADS; SELECTED AND ARRANGED FOR STORYTELLING AND READING ALOUD AND FOR THE BOYS' AND GIRLS' OWN READING. 394 pp., illus. New York, Houghton Mifflin Co. 1920.

Ballads for reading and acting.

### VESPERS

ARNOLD, SARAH L.

WAY OF UNDERSTANDING. 168 pp. New York, Girl Scouts, Inc. [c1934.]

Short articles and quotations on subjects for serious discussion.

GIBSON, H. W., COMP.

FIVE MINUTES A DAY. New York, Association Press. 1918.

HOBBS, MABLE, and MILES, HELEN.

SIX BIBLE PLAYS. 128 pp., illus. New York, Century Co. 1924.

Six well-constructed plays from the Old Testament, giving stories of Ruth and Naomi, Joseph and his brethren, Moses, Esther, Naaman, and David and Jonathan.

JASSPON, ETHEL, and BECKER, BEATRICE.

RITUAL AND DRAMATIZED FOLK WAYS, FOR USE IN CAMP, CLUB, RELIGIOUS ASSEMBLY, SETTLEMENT AND SCHOOL. 187 pp., illus. New York, Century Co. [c1925.]

MATTOON, LAURA I., and BRAGDON, HELEN D.

SERVICES FOR THE OPEN. 211 pp. New York, Century Co. 1923.

MILLER, ELIZABETH E.

DRAMATIZATION OF BIBLE STORIES; AN EXPERIMENT IN THE RELIGIOUS EDUCATION OF CHILDREN. 162 pp., illus. Chicago, University of Chicago Press. 1918.

Discussion of methods, suggested dramatization and production notes.

NEW YORK SUNDAY SCHOOL COMMISSION, INC., 416 Lafayette Street, New York.

Pictures illustrating Bible costumes may be bought from this firm.

PERKINS, RUTH.

MAGIC CASEMENTS; THE CHRONICLE OF THE DEVELOPMENT OF A NEW CAMP PROGRAM. 152 pp. New York, Woman's Press. 1927.

PROTESTANT EPISCOPAL CHURCH, DEPARTMENT OF RELIGIOUS EDUCATION.

PRODUCTION OF RELIGIOUS DRAMA. 281 Fourth Avenue, New York, Dept. of Religious Education of the Protestant Episcopal Church.

Stories from the Bible that dramatize well are:

Samuel: First Samuel, chapters 2 and 3. The Queen of Sheba's visit to Solomon: First Kings, chapter 10. Joshua and the Gideonites: Joshua, chapter 9. Isaac and Rebecca: Genesis, chapter 24. Elijah and the widow's meal: First Kings, chapter 17. Elisha and the Shumanite: Second Kings, chapter 4. Daniel interprets the King's dream: Daniel, chapters 1 and 2. Shadrach, Meshach, and Abednego in the fiery furnace: Daniel, chapter 3. Belshazzar and the handwriting on the wall: Daniel, chapter 5. The story of Job: The Book of Job.

# ORGANIZATION OF THE UNITED STATES DEPARTMENT OF AGRICULTURE WHEN THIS PUBLICATION WAS LAST PRINTED

---

<i>Secretary of Agriculture</i> .....	HENRY A. WALLACE.
<i>Under Secretary</i> .....	M. L. WILSON.
<i>Assistant Secretary</i> .....	HARRY L. BROWN.
<i>Coordinator of Land Use Planning and Director of Information.</i>	M. S. EISENHOWER.
<i>Director of Extension Work</i> .....	C. W. WARBURTON.
<i>Director of Finance</i> .....	W. A. JUMP.
<i>Director of Personnel</i> .....	ROY F. HENDRICKSON.
<i>Director of Research</i> .....	JAMES T. JARDINE.
<i>Solicitor</i> .....	MASTIN G. WHITE.
<i>Agricultural Adjustment Administration</i> .....	H. R. TOLLEY, <i>Administrator.</i>
<i>Bureau of Agricultural Economics</i> .....	A. G. BLACK, <i>Chief.</i>
<i>Bureau of Agricultural Engineering</i> .....	S. H. MCCRORY, <i>Chief.</i>
<i>Bureau of Animal Industry</i> .....	JOHN R. MOHLER, <i>Chief.</i>
<i>Bureau of Biological Survey</i> .....	IRA N. GABRIELSON, <i>Chief.</i>
<i>Bureau of Chemistry and Soils</i> .....	HENRY G. KNIGHT, <i>Chief.</i>
<i>Commodity Exchange Administration</i> .....	J. W. T. DUVEL, <i>Chief.</i>
<i>Bureau of Dairy Industry</i> .....	O. E. REED, <i>Chief.</i>
<i>Bureau of Entomology and Plant Quarantine</i> .....	LEE A. STRONG, <i>Chief.</i>
<i>Office of Experiment Stations</i> .....	JAMES T. JARDINE, <i>Chief.</i>
<i>Farm Security Administration</i> .....	W. W. ALEXANDER, <i>Administrator.</i>
<i>Food and Drug Administration</i> .....	WALTER G. CAMPBELL, <i>Chief.</i>
<i>Forest Service</i> .....	FERDINAND A. SILCOX, <i>Chief.</i>
<i>Bureau of Home Economics</i> .....	LOUISE STANLEY, <i>Chief.</i>
<i>Library</i> .....	CLARIBEL R. BARNETT, <i>Librarian.</i>
<i>Bureau of Plant Industry</i> .....	E. C. AUCHTER, <i>Chief.</i>
<i>Bureau of Public Roads</i> .....	THOMAS H. MACDONALD, <i>Chief.</i>
<i>Soil Conservation Service</i> .....	H. H. BENNETT, <i>Chief.</i>
<i>Weather Bureau</i> .....	F. W. REICHELDERFER, <i>Chief.</i>

---

This publication is a contribution from

<i>Extension Service</i> .....	C. W. WARBURTON, <i>Director.</i>
<i>Division of Subject Matter</i> .....	J. L. BOATMAN, <i>Chief.</i>







613112